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ABSTRACT

Intended for teachers of the learning disabled (LD), the guide addresses philosophical and procedural issues in assessment. The first section introduces a philosophical framework which views assessment as an ongoing, goal-directed, integral part of the overall educational process. The remainder of the guide focuses on Wisconsin's procedures for assessment and touches upon the following aspects: the state's criteria for LD; the multidisciplinary team's role; LD assessment report guidelines; classroom teacher reports; classroom observation cues and guides; interview ideas for students, parents and teachers; diagnosis through teaching; curriculum-based assessment; and instrumentation and technical adequacy of commonly used tests. A list of selected professional readings is followed by a glossary of approximately 70 terms. (CL)

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EDUCATIONAL ASSESSMENT

A GUIDE FOR TEACHERS OF THE LEARNING DISABLED

REVISED EDITION

A teacher handbook that presents a philosophy of educational assessment and resources for doing assessments in the area of learning disabilities.

Wisconsin Department of Public Instruction

Herbert J. Grover, State Superintendent of Public Instruction

Victor J. Contrucci, Assistant Superintendent
Division for Handicapped Children and Pupil Services

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This assessment guide was developed by the Wisconsin Department of Public Instruction for use by teachers of the learning disabled. The guide first presents a philosophical basis for educational assessment. It then goes on to provide assessment resources including the pertinent rules, report formats, observation guides, lists of tests, a review of test validity, and definitions of assessment terms.

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The following people contributed to the development of this guide.

Elizabeth Mueller
Berttram Chiang
Dee Tull
Kathryn Malik
Thomas Madden
Nancy Garski
Judith Cleverly
Mary Ann Fitzgerald
Wayne Sherry
Harold Schmidt

Several of the materials in this guide were taken and/or adopted from similar guides developed in Texas and Michigan. Other materials have been adapted from forms used by school districts in Wisconsin. We are thankful to all for their work and ideas.

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INTRODUCTION

Assessment of student needs is one of the most difficult, and yet most important tasks, that teachers have. Good assessment leads to good instruction and better learning. This guide is intended as a resource for Wisconsin's teachers of the learning disabled. It should provide a better understanding of the nature of assessment and give practical assistance for student assessment. Given the needs of teachers of the learning disabled, the major focus of this guide is on M-team assessment, but there is clear recognition that M-team assessment is only a part of the educational assessment process.

The first section of the guide introduces a philosophical framework for assessment. It is immediately clear that assessment is more than test giving and interpreting. This framework is offered because it is ecological, organized, and comprehensive in nature. Assessment is ongoing and it is goal directed to increase student learning. Without such a goal it ceases to have meaning in an educational context. The philosophical framework should provide one with a better understanding of assessment, the information that needs to be gathered, and the way that information should be used.

As mentioned above, the major focus of this guide is on M-team assessment of students referred as learning disabled. This document should help ensure greater attention to the state criteria and more consistent assessment of learning disabilities in Wisconsin. To that end, this guide contains information on state criteria, observations, testing, forms, etc. All forms or guides are offered only as examples. None are official forms and none are required. We do invite the reader's specific attention to "Learning Disabilities Assessment Report Guidelines" in Section IV. The guidelines provide an outline of the essential information that the evaluator (learning disabilities teacher) is to include in an assessment report on a student suspected of having a learning disability.

It is recognized that the scope of this guide is limited, particularly in the areas of preschool assessment and secondary/post secondary assessment.

This guide was designed with the need for future changes in mind. Your comments regarding changes and additions are encouraged since our goal is to provide a practical and useful guide for teachers of the learning disabled. If you have any comments please write or call:

Harold D. Schmidt
Learning Disabilities Consultant
Division for Handicapped Children and Pupil Services
125 South Webster Street
P. O. Box 7841
Madison, WI 53707

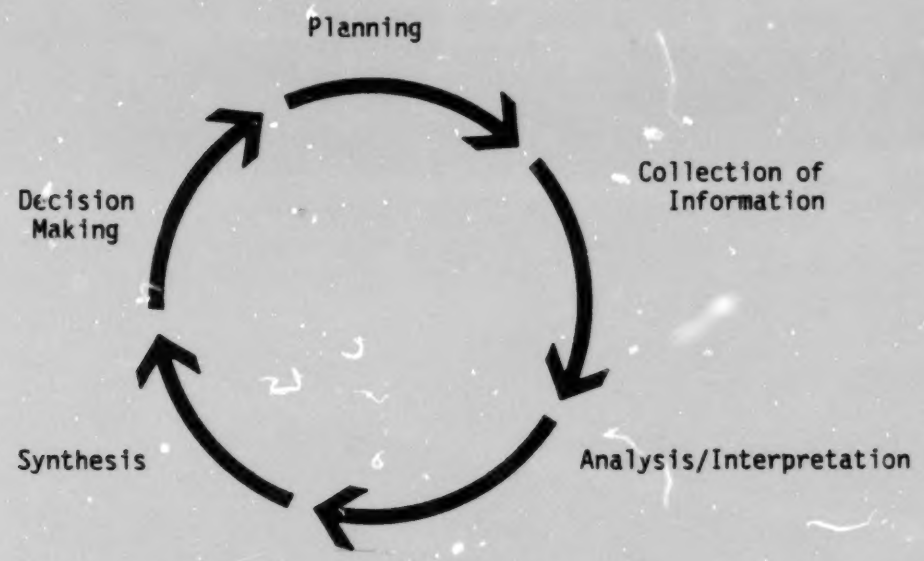
(608/266-5583)

SECTION I

EDUCATIONAL ASSESSMENT

A PHILOSOPHICAL STATEMENT

Educational assessment, the process of determining the relative significance of the factors affecting learning, is an integral part of the overall educational process. Educational assessment provides a description of the student as a learner, resulting in decision making that should lead to increased student learning. Assessment is an ongoing team process. It is a well planned sequence of events, which is cyclical in nature.



As a team process, assessment has several components which are necessary to ensure that the process is efficient and comprehensive. The components (planning, collection of information, analysis and interpretation, synthesis, and decision making) overlap but they are ordered here to give structure to the process. These components, as described below, reflect a philosophical statement on assessment. Use of the process will enable educators to obtain pertinent information more efficiently and to use that information to teach students more effectively.

Planning

Assessment must be well planned to ensure that it is comprehensive, orderly and efficient. Planning begins with an awareness of the concerns. The educators must determine what is known, what is unknown and what needs to be known. The information will include, but not be limited to, learning potential, in-dividual achievement levels, peer and adult interactions, social interactions,social/emotional adjustment, home and school environments and past school performance. Once the information needs are identified, decisions can be made regarding the types of assessment procedures to be used, who will assess, what their roles will be, and the timeline for completion.

Collection of Information

The goal in this stage is to efficiently collect information through a variety of means which include:

- a review of historical information found in the student's records
- a review of teaching strategies and current student performance
- diagnostic teaching
- interviews with the parents, teachers, significant others and the student
- observation of the student
- formal and informal testing
- others as appropriate

Analysis and Interpretation

The collected information must be analyzed and interpreted to determine its meaning. The analysis begins with a summary of the findings. Good summaries group the information in such a way that each piece can be given appropriate consideration in light of all the other information. Summaries should be concise, yet comprehensive. The information must be compared to an established point of reference. The point of reference should be norm and/or criterion based with consideration for the age, grade, behavioral, cultural and environmental expectations. Comparison of the information collected leads to the determination of the individual's academic and behavioral strengths and weaknesses.

Once the strengths and weaknesses are identified efforts must be made to account for significant discrepancies found in the individual's performance. These include discrepancies between the individual's performance and the point of reference as well as discrepancies within the individual's performance. Discrepancies in information collected by different individuals on the team must also be addressed and explained.

In interpreting the information one should look for patterns of performance as opposed to single discrepant areas that are not supported by other data. All the probable reasons for the individual's demonstrated performance need to be considered.

Synthesis

Synthesis is the process of putting the parts together to form a whole. The goal is to develop a comprehensive description of the individual as a learner in relationship to his environment. The effects of the learner on his environment and the effects of the environment on the learner need to be included.

Decision Making

The goal of the decision making process is to increase student learning by initiating changes within the student's environment and/or educational program. The decisions are to be logical extensions of the analysis and synthesis of the collected information. An educational plan and program must be developed and implemented to meet the educational needs and to facilitate the necessary environmental changes (home, school, community and self) identified in the decision making stage.

SECTION II

WISCONSIN'S RULES REGARDING

THE IDENTIFICATION OF LEARNING DISABLED INDIVIDUALS

1. State Learning Disabilities Criteria pp. 6-8
2. Additional Identification Requirements p. 9
3. Appendix J - Expectancy Formula pp. 10-11
4. General M-Team Procedures pp. 12-15
5. Re-evaluation p. 16

All children identified as learning disabled in Wisconsin for purposes of receiving exceptional education must be identified in accordance with the state rules and criteria. It is important that educators assessing children for possible learning disabilities have a working knowledge of, and adhere to, the state criteria.

The rules governing the identification of learning disabled children are found in PI 11.37(2)(g) and appendix J of the Rules Implementing Subchapter V (former IV), Chapter 115, of Wisconsin Statutes. These rules were supplemented by some of the federal procedures as outlined in DHC Bulletin 78-2. The state learning disabilities rules and criteria, along with the pertinent sections of DHC Bulletin 78-2, are reprinted below for your information.

State Learning Disabilities Criteria

(g) Learning disabilities. 1. The handicapping condition of learning disabilities denotes severe and unique learning problems due to a disorder existing within the child which significantly interferes with the ability to acquire, organize or express information. These problems are manifested in school functioning in an impaired ability to read, write, spell or arithmetically reason or calculate.

2. Criteria for identification. The child shall meet the criteria in PI 11.34 (2) (g) 2.a. and b. to be considered as having the handicapping condition of learning disabilities.

a. Academic functioning. A child whose primary handicapping condition is due to learning disabilities shall exhibit a significant discrepancy between functional achievement and expected achievement. A significant discrepancy is defined as functional achievement at or below 50% (.5) of expected achievement.

i. The child when first identified, shall have a significant discrepancy in functional achievement in 2 or more of the readiness or basic skill areas of math, reading, spelling and written language. To determine a significant discrepancy in the readiness areas the M-team shall consider the child's receptive and expressive language and fine motor functioning. A significant discrepancy in the single area of math, accompanied by less significant, yet demonstrable discrepancies in other basic skill areas may satisfy the academic eligibility criteria.

ii. Functional achievement is defined as the child's instructional level in readiness and basic skill areas. Determination of functional achievement shall be based on a combination of formal and informal individualized tests, criterion - referenced measures, observations and an analysis of classroom expectations in basic skills.

iii. The following formula shall be used to determine expected achievement: I.Q. x years in school. Years in school is defined as the number of years of school completed since enrollment in 5-year-old kindergarten. A child who entered first grade without

benefit of kindergarten should have a factor of one year added to that child's total years in school for computational purposes.

iv. The following formula yields a grade score to which the child's previously determined functional achievement level is compared. If the functional achievement level is at or below the grade score derived from the formula a significant discrepancy exists:

I.Q. x Years in School x .5 = Grade Score (50% of expected achievement). This formula is inappropriate for children who have not completed 2 years in school. Children entering kindergarten or first grade who are achieving in readiness areas one or more years below expected achievement levels for their chronological age may be considered as having a significant discrepancy between their functional and expected achievement. See Appendix J for examples.

v. A child whose functional achievement approaches but is not at or below 50% of expected achievement may be considered to have met the academic functioning criterion if the child demonstrates variable performance between the sub-skills required for each of the areas of reading, writing, spelling, arithmetical reasoning or calculation and if the child meets all the other criteria used to identify the handicapping condition of learning disabilities. This determination shall be based on the M-team's collective judgment and the rationale shall be documented in the M-team report.

vi. In attendance centers where the number of children functioning at or below 50% of expected achievement exceeds that which might be anticipated for the general population, additional efforts shall be made to substantiate that the child's functional achievement level is due to a disorder existing within the child and not due to those conditions enumerated in PI 11.34 (2).

vii. Evidence shall exist that the learning disabilities are primarily attributable to a deficit within the child's learning system. Such evidence may include average or above average ability in some areas. In documenting this in-child variability academic and non-academic behaviors shall be considered.

b. Intellectual functioning. Children whose primary handicapping condition is due to learning disabilities shall exhibit normal or potential for normal intellectual functioning.

i. This measure of intellectual functioning may be established by a score above a minus one standard deviation on a single score intelligence instrument, or by a verbal or performance quotient of 90 or above on a multiple score intelligence instrument.

ii. The instrument used to establish this measure shall be recognized as a valid and comprehensive individual measure of intellectual functioning.

iii. If there is reason to suspect the test results are not true indices of a particular child's ability, then clarification of why the results are considered invalid shall be provided. Previous

experience, past performance and other supportive data that intellectual functioning is average shall be present and documented in written form.

iv. There may exist rare cases of severe language involvement which detrimentally affect the learning disabled child's ability to perform adequately on intelligence tests given the language emphasis of these instruments. In these rare situations the importance of the intellectual criteria may be reduced given substantial evidence to indicate average ability.

3. Learning problems, when primarily due to the following, shall be excluded from consideration as learning disabilities.

a. The other handicapping conditions specified in section 115.76(3), Wis. Stats.

b. Learning problems resulting from extended absence, continuous inadequate instruction, curriculum planning, or instructional strategies.

c. Discrepancies between ability and school achievement due to motivation.

d. Functioning at grade level but with potential for greater achievement.

Note that PI 11:34 (2) excludes educational needs that result primarily from poverty, neglect, delinquency, social maladjustment, cultural or linguistic isolation, or inappropriate instruction.

ADDITIONAL IDENTIFICATION REQUIREMENTS

On December 29, 1977 the federal government published final rules to be used in identifying children as having the handicapping condition of learning disabilities. These rules became effective on February 2, 1978, (ss 121A.540 - 121A.543). State and federal regulations are not in agreement. In Wisconsin all school districts will continue to use the state rules as found in PI 11.34 (2)(g) for identifying learning disabilities with these additions from the federal rules:

1. The M-team must include the child's regular teacher or a regular classroom teacher qualified to teach children of that age.

2. Each child suspected as being learning disabled must be observed in a regular classroom or other age appropriate setting by a member of the team other than the child's regular teacher. PI 11.33 (3)(b) specifies that the special education teacher "shall conduct and document any interviews, observations . . . required to reach educational conclusions." It is recommended that the LD teacher observe the child in a regular classroom setting. This requirement does not limit others from observing the child nor does it limit the situations in which the LD teacher may observe the child.

3. All team members must certify in writing whether they concur or do not concur with the M-team plan. Team members not concurring with the M-team plan must submit separate statements indicating the points they do not concur with as well as those they do agree with, and the rationale for their position.

Note: Copies of the federal LD criteria are available from the Division for Handicapped Children and Pupil Services, Department of Public Instruction.

Appendix J

The formula used is a modification of a reading expectancy formula developed by Bond and Tinker (Bond, G. L. and Tinker, M.A. **Reading Difficulties: Their Diagnosis and Correction** (2nd ed.) New York, Appleton-Century-Crofts, 1967). The Bond and Tinker studies indicate that the predicted achievement scores derived from the original formula (I.Q. x years in school + 1.0 = expected reading grade) closely approximate actual reading achievement. Because the components of the formula are general, i.e., number of "years in school" and intelligence, it is believed that this formula can be adapted and appropriately applied to all the academic areas specified in PI 11.34(2)(g).

The Bond & Tinker formula did not include 5 year old kindergarten in "years in school" but in effect allowed for it by adding in a 1.0 factor. To simplify the formula and to ensure that the child is constantly compared to the same referent group, 5 year old kindergarten was added to the formula and the 1.0 factor deleted. This should ease computation without detracting from the accuracy of the formula.

Definition of factors in formula:

A. I.Q. - full scale score derived from an individual measure of intellectual functioning. I.Q. should be written as a decimal, for example 87 equals .87, 105 equals 1.05, etc.

B. years in school - number of years in school beginning with 5 year kindergarten.

The Bond & Tinker formula was weighted by a factor of .5 (50%) in order to indicate the level at or below which a child must function to exhibit a significant discrepancy. The full formula then is:

(I.Q. x years in school) x .5 = grade score (50% of expected achievement).

Examples utilizing this formula are:

A. A child beginning the fifth year of school (beginning fourth grade, e.g., 4 years in school) with a measured full scale I.Q. of 92 (.92) would have a grade score computed in the following manner:

(.92 x 4) x .5 = (3.60) x .5 = 1.8

B. A child in the 7th month of second grade, who is repeating second grade, with a measured full scale I.Q. of 101 (1.01) would have a grade score computed in the following manner:

(1.01 x 3.7) x .5 = (3.7) x .5 = 1.9

C. A child in the ninth year of school (8th grade) with an I.Q. of 113 (1.13), who is identified in January, would have a grade score computed in the following manner:

(1.13 x 8.5) x .5 = (9.6) x .5 = 4.8

D. A child entering kindergarten at 5 years of age with average ability and functioning at or below a 4 year level in 2 or more of the readiness areas will meet the academic criteria of eligibility. The formula for establishing grade score should not be used.

E. A child entering third grade at the age of 8 who has not completed 3 years in school (no kindergarten) would have a factor of 1.0 added to the years in school for determining grade score (50% of expected achievement).

(I.Q. x years in school) x .5 = grade score

(1.00 x 2 + 1) x .5 =
(2.00 + 1) x .5 =
3.0 x .5 = 1.5

Therefore if this 8 year old child entering third grade is achieving at the 1.5 grade level or below in 2 or more of the readiness or basic skill areas, this child will meet the academic criteria of eligibility.

F. A child entering first grade who has average ability and has completed 2 years in school (retained in kindergarten) would have the formula applied for establishing grade score.

(.90 x 2) x .5 = 1.80 x .5 = .9

THE M-TEAM PROCESS

The section printed below is to remind the reader of the multidisciplinary (M-team) process, the role of the special educator and the M-team plan.

PI 11.32 M-team process. (1) Intent. Subchapter IV, Chapter 115, Wis. Stats. was created to provide special education only for children with the handicapping conditions of mental retardation or other developmental disabilities, physically handicapped, pregnancy, visually handicapped, hearing handicapped, speech or language handicapped, learning disabilities, emotionally disturbed or any combination of conditions named by the superintendent as enumerated in section 115.76(3)(a) through (i), Wis. Stats. Only those children determined to have an EEN shall be included within the parameters of the mandates of this law.

(2) M-Team Responsibility. Pursuant to PI 11.03 (1) the M-team shall determine, specify and document decisions relative to disability, handicapping condition and need for special education. A child shall not qualify as a child with EEN unless the handicapping condition requires special education. The director, supervisor or designee shall be responsible for the M-team process including determination of disability and handicapping condition, need for special education and M-team plan and shall approve the M-team evaluation process or may request additional information.

(a) Disability. The child shall have a mental, physical, emotional or learning disability as the initial point for determining if the child qualifies for special education pursuant to Subchapter IV, Chapter 115, Wis. Stats.

(b) Handicapping condition. If the child has a disability, the M-team shall determine if the child has a handicapping condition, pursuant to section 115.76 (3) (a) through (i) Wis. Stats. and PI 11.34 (2).

(c) Need for special education. Existence of one of these conditions shall not, in and of itself, qualify a child for special education unless the child also has a need for special education.

(d) EEN. If the M-team determines that the child has a disability, a handicapping condition, and a need for special education, then the child is determined to be a child with EEN.

Table I.

Determination of EEN

Determination of a disability	If yes, determination of a handicapping condition	If yes, determination of a need for special education	If yes, child with exceptional educational needs

(3) DISABILITY AND HANDICAPPING CONDITION. In determining disability and handicapping condition:

(a) Data collection and analysis. Designated M-team members shall be responsible for the collection or analysis or evaluation or a combination thereof of the referral data. The extent of the information gathering process shall vary with each individual child depending upon the referral behavior and availability of relevant information in each case.

1. Data collection and analysis shall include:

a. Complete written documentation from referral sources.

b. Report of educational performance, e.g., behavioral and academic from the child's teacher or other referral agencies, or both.

c. A description and documentation of previous interventions, including educational, medical, social and any other interventions attempted to assist the child.

d. Social, emotional and behavioral factors and peer and adult interactions in school, home and community.

e. Age of onset of the condition, differentiating between initial occurrence and initial identification.

2. The chairperson of the M-team or any M-team member may request additional information or evaluations any time during the evaluation process. The following shall be included when requested, or when determined relevant and essential to a determination of a handicapping condition:

a. Individual intellectual assessments and other individual psychological procedures.

b. Medical evaluation.

c. Analysis of economic, social, cultural and language factors which may have an effect on school functioning.

(b) Role of the special education teacher. The special education teacher shall be responsible for a current written evaluation in the context of special education. The teacher shall review,

analyze and incorporate information, contained in PI 11.32 (3) (a), from other M-team members. In addition the teacher shall conduct and document by interviews, observations, informal and formal, norm- and criterion-referenced tests required to reach educational conclusions. The written evaluation shall include conclusions on the following:

1. The pupil's current behavioral, social and academic functioning.

2. The individual child's learning style and how specific concepts or skills or both are acquired and utilized.

(c) Comparison of findings. Analysis and evaluation of data shall include a comparison of findings of individual M-team members.

(4) DETERMINATION OF NEED FOR SPECIAL EDUCATION. (a) Need. During the final staffing to determine whether or not the child's handicapping condition requires special education, the M-team shall:

1. Complete the summary of the individual written reports and findings submitted by M-team members, or any which may be submitted by consultants or parents and others.

2. Develop a documented, written statement of the child's needs, based on PI 11.32 (4) (a) 1. and the following:

a. How the handicapping condition interferes with behavioral and academic functioning in the present educational program.

b. The interventions or modifications that still may need to be attempted in regular education.

c. A consideration of how the essential proposed educational elements will differ from the current programs.

3. For children whose handicapping conditions do not require special education, see PI 11.03 (4) (b) 3.a.b. and c.

5. M-TEAM PLAN FOR EEN CHILDREN. Pursuant to section 115.80 (3) (e), Wis. Stats., and PI 11.03 (5) (a) and (b), the M-team shall recommend in writing an M-team plan to include elements in PI 11.32 (3) and (4), based upon the child's needs. Input and involvement of the parent as well as from the child, whenever appropriate, shall be allowed and encouraged in the development of the M-team plan.

(a) The M-team shall enumerate the following:

1. Statement of the child's needs, to include elements considered in PI 11.32 (3) and (4).

2. Goal statements and general objectives to meet the child's needs in the following areas as appropriate:

a. Specify the recommended academic or behavioral interventions, or both, necessary in special education or regular education, or both.

b. Supportive and related services.

c. School/parent communications.

3. The provisions for regularly scheduled follow-up consultation between special education and regular education staff, and when necessary with supportive personnel to ensure appropriateness of programming.

REEVALUATION

Wisconsin's criteria for learning disabilities are entry level criteria. The student must meet these criteria to be identified as learning disabled and to qualify for exceptional education.

The rules require that students with exceptional education needs be reevaluated at least once every three years. Many learning disabled students no longer meet the significant discrepancy criterion after three years of good instruction. At the same time, they do not perform at a high enough level to be successful in regular education full time. Often multidisciplinary teams (M-teams) find themselves torn between a strict interpretation of the criteria and the perceived needs of the students.

Since the significant discrepancy criterion is an entry level criterion, it is not necessary for learning disabled students to demonstrate a significant discrepancy on reevaluation in order to continue in the learning disabilities program. The student has been identified as having the handicapping condition of learning disabilities. Learning disabilities appears to be a permanent, rather than a temporary, educational condition. Unless there is a reason to believe that the initial identification was incorrect or that another handicapping condition has taken precedence, the handicap can be assumed to remain. The main question for the M-team at reevaluation is whether there is a need for exceptional education. If the need exists, the student should continue to receive exceptional education.

There may be periods of time in a learning disabled student's academic career when he/she does not need exceptional education. He/she should be completely mainstreamed at those times. If, at a later time, the learning disabled student demonstrates substantial problems in dealing with the regular program he/she can be brought back based on the need for exceptional education.

NOTE: The reader is reminded that this is an interpretation, not a rule.

SECTION III

M-TEAM GUIDES FOR THE HANDICAPPING CONDITION OF LEARNING DISABILITIES

Purpose:

Many M-team reports do not adequately document that students found to be learning disabled in fact meet the state criteria. Some districts use guides similar to the examples in this section to help ensure that the M-team carefully attends to the criteria. These guides may supplement, but not replace, the M-team report.

Sample

A GUIDE
for
DETERMINING THE HANDICAPPING CONDITION
of
LEARNING DISABILITIES

Significant discrepancy level _____ (see next page)

yes no A. Significant discrepancy
1. A significant discrepancy between functional achievement and expected achievement exists in two or more of basic readiness or skill areas:
   a. math
   b. reading
   c. spelling
   d. written language
2. A significant discrepancy exists in math and there are demonstrable discrepancies in:
   a. reading
   b. spelling
   c. written language

yes no B. Evidence that the learning disability is primarily due to deficits within the child's learning system as documented by in-child variability in academic or non-academic areas.

yes no C. Normal intellectual functioning:
1. A score above -1 S.D. on a single score intelligence test

   or

2. A verbal or performance quotient of 90 or above on a multiple score intelligence test

   or

3. Potential for normal intellectual functioning based upon previous experience, past performance and other supportive data.

yes no D. Learning problems are not primarily due to other handicapping conditions, extended absence, continuous inadequate instruction, lack of motivation, or functioning at grade level with potential for greater achievement.

Sample

F. Functional Achievement Level
Determined by:
1. Formal and informal individualized tests
2. Criterion-referenced tests
3. Observations
4. Analysis of classroom expectations in basic skill areas.

1. Determine and list functional achievement levels for the following areas:

Basic Skill Areas	Readiness Areas (for child with less than two years of experience in school)
_____Reading	
_____Math	_____Receptive Language
_____Spelling	_____Expressive Language
_____Written Language	_____Fine Motor

2. Calculate expected achievement/significant discrepancy level. (I.Q. x Years in Schools x .5)

3. Compare functional achievement and significant discrepancy levels.

4. If the functional level is at or below the grade score derived from the expected achievement formula, a significant discrepancy exists.

Sample

Learning Disabilities Eligibility

MULTIDISCIPLINARY TEAM SUMMARY

Name_____ d.o.b._____ CA_____ Date_____

School_____ Grade_____ Teacher_____

Criteria for Eligibility:

To receive Learning Disabilities service the student must meet all of the following criteria:

yes no

___ ___ A. Academic Deficits (must check #1 or #2 below)

___ 1. Significant discrepancies between functional achievement (FA) and expected achievement (EA) calculated as a grade score in two or more of the basic readiness or skill areas:

		Source/Documentation	FA	EA
_____	a. reading	_____	_____	_____
_____	b. spelling	_____	_____	_____
_____	c. written language	_____	_____	_____
_____	d. math	_____	_____	_____
_____	e. readiness	_____	_____	_____

_____ 2. Significant discrepancy in math and a near significant discrepancy in one:

_____	a. reading	_____	_____	_____
_____	b. spelling	_____	_____	_____
_____	c. written language	_____	_____	_____

Sample

yes no

___ ___ B. Evidence that the learning disability is primarily due to deficits within the student's learning system as documented by in-child variability in academic or non-academic areas.

Instrument(s) used: _____

Deficit areas: _____

Strength areas: _____

M-Team Summary

yes no

___ ___ C. Normal intellectual functioning (must check either #1, 2 or 3 below)

___ 1. Full scale intelligence of 85 or above.
Instrument used _____

___ 2. A verbal or performance quotient of 90 or above on a multiple score intelligence test.
Instrument used _____

___ 3. Potential for normal intelligence functioning based upon previous experience, past performance and other supportive data.
(Document on additional page if checked.)

___ ___ D. Learning problems are not primarily due to hearing, visual, or motor impairment. (See health records for documentation.)

___ ___ E. Learning problems are not primarily due to emotional disturbance, cultural variance, or educational deprivation such as: extended absences, continuous inadequate instruction, lack of motivation, or functioning at grade level with potential for greater achievement.

Diagnostic Prescriptive Summary:

This student (meets, does not meet) all of the above criteria for the handicapping condition of L.D. learning disabilities.

Signature _____ Date _____

SECTION IV

ASSESSMENT REPORT GUIDELINES

The report guidelines for learning disabilities provide a logical outline for consolidating information in the assessment process. Based on the assessment philosophy in Section I, the guidelines help to organize information, ensure that all components of assessment are addressed, and focus the evaluator on the state learning disabilities criteria.

At every step of the evaluation process the evaluator needs to compare and contrast collected information to the Wisconsin's state learning disabilities criteria (Section II) and to the reasons for the assessment referral. Upon completion of his/her report, the learning disabilities evaluator should have an opinion, based on the information collected, as to whether the child may meet the state criteria for the handicapping condition of learning disabilities. The actual decision that the child is learning disabled is the team's decision and is based upon review of each M-team member's report.

Due to requests from the field, two samples of learning disabilities teacher reports have been included. One report is for an elementary aged student while the other is for a high school student. They are not to be considered model reports. They are simply examples of how one can use the assessment report guidelines in writing a report.

LEARNING DISABILITIES ASSESSMENT REPORT GUIDELINES

1. Report Identification Information

   Educational Evaluation

   Date(s) of Assessment_____
   Name of District_____
   Date of Report_____
   Report completed by_____

2. Student Identifying Information

   All information necessary in your school district to identify this student from any other student in the school district including, but not limited to name, date of birth, school, grade, sex, primary language, parent's name and address, and student's address.

3. Reasons for Referral

   Includes who made the referral as well as the specific reasons for referral.

4. Background Information Collected by Evaluator

   Including but not limited to:
   - School History (Review of Records)
   - Attendance Records
   - Medical
   - Family/Community
   - Previous Interventions

5. Interview Information

   From:
   - Parents
   - Teachers
   - Student
   - Significant Others

6. Observations

   Classroom Observations
   Observations of Test Behavior
   Observations in Other Settings

7. Current Levels of Performance (Functional Achievement) Based on Observations, Interviews, and Diagnostic Teaching.

Areas that need to be specifically addressed include:
- Reading
- Written Language
- Spelling
- Math

8. Current Level of Performance Based on Formal and Informal Testing

The evaluator must report the names of tests, standard scores, percentile scores, and grade equivalent scores when available. The areas of achievement that need to be specifically addressed include:
- Reading
- Math
- Written Language
- Spelling

Other areas that may be included are:
- Processing/Perception/Motor Functioning
- Behavioral Functioning
- Pre-vocational/Vocational
- Receptive and Expressive Language

Note: Other evaluation reports such as intellectual assessment, language assessment, and supportive/related service assessments, must be documented in the multi-disciplinary team report per PI 11.34.

9. Analysis, Interpretation and Synthesis of Data

Information from items 3 through 8 above must be analyzed, interepreted, and synthesized to:

a) Determine areas of strength for the student
b) Determine areas of weakness for the studert
c) Compare student's functioning to that of age/grade peers
d) Compare the student's functioning to the reasons for the referral for evaluation
e) Determine indicators of an "in child deficit"

10. Summary Statement and Recommendations

a) Develop a description of the student as a learner, i.e., a summary of the findings.
b) Discuss how your findings and other available data relate to the state eligibility criteria.
c) Give instructional and behavioral needs along with recommended interventions.

11. Sign and date your report.

SAMPLE A

MADDEN PUBLIC SCHOOLS

EXCEPTIONAL EDUCATIONAL EVALUATION

IDENTIFYING INFORMATION:

Name: J.D.
Address: 34 Foote Street, City
DOB: 10/20/75
C.A.: 8-2
Sex: M

Parent: Mary D.
Address: As Above
Phone: 123-4567

Estimate of Achievement Levels:

Mathematics: 3.1
Reading: Pre-Primer
Spelling: 1.4
Written Expression: 2.0

TEST DATE: 2-27-84

REFERRING SCHOOL INFORMATION:

School: Jefferson Elementary
Principal: D. Tull
Teacher/Counselor: J. Cleverly

Grade: 2

Previous Special Classes:
Chapter I Reading Specialist

Primary Language: English
Reported Completed by:
T. Madden, 3/6/84

I. STATEMENT OF REFERRAL PROBLEMS:

J.D. was referred for an educational evaluation to determine his present level of academic functioning and to determine if he has an exceptional eductional need. The referral was initiated by J.D.'s second grade teacher, Ms. Cleverly. It states, "A reevaluation of J.D.'s progress is needed at this time to determine how best to meet his academic needs. He is finding the basic second grade skills increasingly difficult and exhibits greater frustration this year. He is significantly behind in reading. Adaptations in his reading program have not improved his skills."

J.D. continues to attend Chapter I classes and much individualized help is given to him within the classroom setting.

II. SCHOOL HISTORY

J.D. enrolled as a kindergartener at Jefferson School for the 1981-82 school year. He was promoted to first grade. During the 1982-83 school year as a first grader, he was referred for a learning disabilities (LD) evaluation. That evaluation concluded that J.D. is a boy who was working within the average range of intellectual functioning. It indicated deficits in listening, organization, sequencing, and fine motor skills. At that time, it was determined that J.D. was functioning near his current grade level expectancy. J.D. was promoted to second grade for the 1983-84 school year. RQZ tests administered on April 1983 yield the following grade equivalence: Composite - 1.1, Reading - 0.9, Math - 1.6.

J.D.'s school attendance has been regular. There are no known medical problems that might affect his learning. J.D. lives with his mother and younger brother. He gets male companionship through the Big Brother Association.

J.D. continues to show lack of confidence and is easily frustrated.

III. INTERVIEWS:

Ms. D. is very concerned about J.D.'s lack of school progress. She tries to assist him at home but reports that she is limited by her own lack of education (finished 11th grade) and her need to work full time. She indicated a willingness to help if she could.

Ms. Cleverly reports having tried many interventions with J.D. in reading but is frustrated by the lack of progress. Ms. Cleverly felt that J.D. was moody at times and that these moods had a negative impact on his school work. She expressed positive feelings for J.D. and was quick to point out his success in mathematics.

Mr. Chiang, his Chapter I teacher, stated that J.D.'s reading level varies with his confidence.

IV. BEHAVIORAL OBSERVATIONS:

J.D. was observed (February 27, 1984) at the start of the school day, during a sharing time and during a math class. During sharing time, J.D. appeared to be a good listener and interacted appropriately with his classmates. During a math class working with shapes and measuring in centimeters and inches, J.D. showed good work/study skills. However, he had some difficulty following the directions the teacher gave the class. He needed hands on and visually cued instruction to appropriately complete the task.

V. CURRENT LEVEL OF PERFORMANCE:

The followings were administered: OZAKW Test of Basic Skills, PPFP Reading Test, ZXTY Math Test, DCCT Spelling Test.

Discussing the findings:

Reading: J.D. demonstrated an adequate knowledge of sounds in isolation for both short vowels and consonant letters. When asked to complete sound blending tasks, J.D. had some difficulty with letter reversals and short vowel sounds. J.D. was able to correctly sequence letters within words. When assessed on his knowledge of special sounds of phonics, J.D. was able to verbalize that these words contain blends. He was at the instructional level in using blends, vowel digraphs, final 'e' and dipthongs. J.D. begins having difficulty with the sight vocabulary at a late pre-primer level. He reaches frustration

at primer and first reader levels. When reading word lists, J.D. does not demonstrate attention to details of words. He scored 70 percent correct at the primer level and 35 percent correct at first reader. His paragraph reading indicates an instructional reading range at the mid-first grade level. The types of errors that he makes include adding endings, word substitutions, and repetitions. J.D. does not appear to use context clues when reading. His comprehension was adequate at the primer level. A first reader and 2^1 reader passage were read to him. He was independent at first reader and instructional at 2^1.

Spelling: J.D. was able to spell five phonetically regular words. These words were short vowel words that included 'th' and consonant blends. J.D. demonstrated a phonetic approach to spelling. J.D. could not use 'wh' correctly in spelling and the majority of his errors were noted in the final sounds of the words. His overall grade score was 1.4.

Written Expression: J.D. was able to capitalize appropriately the first word in a sentence, pronoun 'I,' proper names, and initials. He was able to punctuate correctly in the ending position in the sentence. When directed to write a story in a paragraph, J.D. used capital letters to begin sentences and ended them with appropriate punctuation. However, it did not show smooth progression from the sentences given in his own story completer. His story completer was two sentences long using good capitalization and punctuation. His overall grade score was 2.0.

Math: J.D.'s overall performance on the ZXTY Test was at early third grade level. He was significantly stronger on the applications subtest and the subtest for fractions. He demonstrated no significant weaknesses. As of this testing, J.D. was able to complete one and two digit addition and subtraction. However, he demonstrated difficulty with the regrouping process and some confusion whether to add or subtract once he has done the regrouping in subtraction.

Receptive/Expressive Language: This area is being assessed by the speech and language teacher.

VI. ANALYSIS AND INTERPRETATION

J.D. displays a relative strength in mathematics in that he can correctly complete one and two digit addition and subtraction problems. His understanding of punctuation in written language is fair. He appears to pay attention in class and to have good work skills. Although easily frustrated, J.D. has a positive attitude toward school.

J.D. has a significant deficit in the area of reading with skills at the pre-primer level. He has some difficulty with letter reversals and short vowel sounds. He does not demonstrate attention to details of words. He does not appear to use context

clues in reading. J.D. has trouble using 'wh' in spelling and makes spelling errors in the final sounds of words. An earlier report indicated deficits in listening, organization, sequencing, and fine motor skills. These continue to be evident.

J.D. is significantly behind his age/grade peers in reading performance and in spelling. His math performance is at about 50th percentile for his class. His poor reading skills are consistent with the referral information. The poor reading performance is inconsistent with his fine math performance and the effort he appears to expend.

VII. SUMMARY:

J.D. is a dependent learner who requires clear and consistent directions to complete assignments properly. Despite giving the outward appearance of attending to assignments in class, he has trouble receiving and/or processing the information. New tasks frustrate him and he requires much praise and approval for work efforts. His lack of reading skills is a significant problem that will further compound his learning in other areas unless some more appropriate reading intervention is provided.

J.D. appears to demonstrate a significant discrepancy in the area of reading and spelling and he appears to have average intelligence. The discrepancy between his reading and mathematics performance is significant suggesting some problem that might be indicative of an internal cause. The frustration noted by his teacher could either be the result of his learning problem or it could be impairing his learning.

VIII. RECOMMENDATIONS:

A. In reading, efforts should concentrate on:

1. mastery of first grade sight vocabulary
2. primer level reading instruction
3. the use of context clues
4. increasing reading fluency.

B. In spelling, efforts should concentrate on:

1. continued mastery of spelling words with short vowel sounds
2. working on spelling words with consonant blends and consonant combinations, especially in the final positions
3. begin mastery of sight vocabulary spelling list.

C. For written expression, J.D. should have daily practice in sentence and story writing to improve the application of capitalization and punctuation rules. Written work should be related to reading vocabulary.

D. Manipulatives should be used whenever possible in demonstrating new math concepts.

E. J.D. needs to be given frequent and specific directions regarding assignments. Assignments should be written on the board or on personal assignment handouts. Once an assignment begins, the teacher should check with J.D. to be sure he understands what is to be done.

F. J.D. should be given every opportunity to succeed in school work, especially in reading. He needs encouragement and realistic praise based on successful experiences.

SAMPLE B

Fitzgerald School District

Exceptional Education Report

Program Area: Learning Disabilities

Name: David S.

Birthdate: 8/8/70

Address: 6078 North 41st

Parent/Guardian: Darnyl/Diana

Address: Same as above

Telephone: 462-1263

Evaluator: M. Fritz

Ethnic Code: 5

Primary Language: English

Chronological Age: 14-8

Sex: M

Assigned School: LaCrosse

Grade: 9

Date Referred: 4/10/84

Evaluated: 4/16/84

Referral Reasons

David was referred for suspected exceptional education needs in the area of learning disabilities by his counselor, Ms. Malik. His teachers report that he seems to be having significant academic difficulties despite excellent effort.

Background Information and Teacher Interview

David was enrolled in a preschool learning disabilities program during the 1974-75 school year. He was also enrolled in the speech/language therapy programs from 1974 through 1979. At the time of the preschool experience, David was nonverbal and hyperactive. He did, however, appear to demonstrate good comprehension for oral language.

Per parental request, David enrolled in the regular education program for kindergarten. Cumulative records indicate that David's oral language became satisfactory to excellent by 1979. Other than preschool and language training, David received no other educational interventions. It appears David was a pleasant, hard-working boy who had to work very hard throughout his elementary years to make slow but steady academic progress. According to previous teachers, David becomes easily frustrated but still maintains consistent effort. His conduct and attendance have been rated as excellent.

Formal group standardized testing indicates the following: Grade 5 - reading 4th percentile, math 12th percentile, total PQR 11th percentile, and Grade 7 - reading 9th percentile, math 16th percentile, composite 7th percentile.

Currently as a ninth grade student, David has earned a 1.3 grade point average. His report card indicates the following grades: English U, Math C, Guitar B, Reading C, History U, Science D, Physical Education B, and Health U. His teachers generally have stated that David attempts all class work but either fails or gets borderline grades on most assignments. Another frequently noted comment was that David is "weak in basic skills." He is still considered cooperative and courteous. David has earned 2.5 credits thus far and has three absences.

David's family is intact and appears to be supportive of him. He has two older brothers, one of whom experienced similar academic problems, and a younger sister. There are no reports of problems at home or in the community.

School medical records do not indicate any medical problems which might contribute to learning problems.

Interviews and Observations

David was observed in his reading class. He was working independently on a comprehension exercise. Estimated level of material was fourth/fifth grade. David's work was correct but he appeared to be working at a level below that of his peers, and his work rate was very slow. His attention to task was excellent throughout the observation. He interacted appropriately with his peers. He did not volunteer any information in class and gave an incorrect answer when called upon.

During testing, David verbalized easily and expressed himself confidently. Rapport was easily established. David expressed great concern about the academic difficulties he is experiencing. He stated that he felt he needed "special help" and believed his parents would now accept such help (see attached social work report for parent interview) for him. David said he has trouble learning in lecture situations. David's interests are in music and mechanics.

Test behavior suggests good concentration abilities and excellent motivation. David did not seem to have difficulty understanding directions but he was noted to reverbalize directions. Auditory memory deficits were suspected as directions did have to be frequently repeated.

Current Levels of Performance

Records indicate that David reads at the early fourth grade level, with great effort. Spelling and written language skills are reported below that level. Math skills are David's greatest area of success, with classroom performance at a sixth grade level.

Formal testing suggested achievement slightly below reported classroom functional levels. Specific levels of functioning include:

Reading: Overall reading achievement was measured at the early second grade level, with a wide variance of skills evidenced. David completely failed word attack/sound blending tasks. Auditory

discrimination deficits were noted. Sight word vocabulary was also significantly depressed. While David's skills in isolation seemed limited, his comprehension was excellent. He used context cues effectively and indicated solid reasoning skills. However, in a classroom setting, David may experience difficulty with required textbook reading. His rate of speed is very slow. It appears classroom functioning at fourth grade would be David's optimum performance. He might be most comfortable with third grade level material. His lack of phonetic ability appeared to depress overall formal test results.

Mathematics: While David demonstrates good math reasoning skills, he still makes errors in basic facts. Measurement, money, and time concepts are well established, and David seemed to comprehend the four basic operations. However, he made numerous errors in all operations. Use of a calculator in the classroom may account for David's sixth grade functional math skills. Formal test results suggest overall fifth grade performance. David appears to perform best with an auditory/visual approach to math.

Written Language: Formal test results suggest third grade achievement in written language. He demonstrates word usage and mechanical skills (punctuation, capitalization).

On a written language sample, David was noted to omit word endings such as - s or - ing. He confused use of similar words such as what for that and sometimes used phrases as sentences, but he could construct a simple paragraph.

Spelling: Test results suggest 2.5-2.8 grade achievement in spelling. David has great difficulty with spelling both phonetically based and basic sight words.

Processing Abilities/Weaknesses: David's classroom teachers suggest that he demonstrates auditory-memory deficits. Formal tests support that observation. Despite David's efforts to reverbalize directions/ information, significant auditory memory deficits were observed on formal and informal tests. He also displays auditory discrimination deficits and deficits in sound/symbol associations. These weaknesses appear to interfere with performance on spelling and reading tasks.

When David was required to give a motoric response coupled with either a visual memory or an auditory memory task, he consistently made transpositions and sequencing errors. While he would often repeat things to himself correctly, what he wrote down had no connection to what had been dictated or shown. It appeared that visual discrimination and visual motor deficits also are major problems. David's strengths appeared to be in auditory comprehension and verbal abilities.

Analysis and Interpretation of Data

David has fair math skills and good comprehension skills. He also has good verbal and social interaction skills. He is industrious, well motivated and well behaved.

David appears to demonstrate significant academic weaknesses in reading, spelling and written language. In these areas David performs five to six years below that of his age and grade peers. Given average intellectual ability, David's expected achievement level should be at or above his current grade level. In the classroom David has difficulty taking notes and doing written work. His performance corresponds to the referral information.

David's low academic performance appears to be directly related to processing deficits in auditory and visual memory, auditory and visual discrimination and visual perception. These deficits are reflected in his poor sight vocabulary, his limited word attack and blending ability, and his slow reading rate.

Summary and Recommendations

A ninth grade student, David is currently demonstrating second to fourth grade reading, spelling, and language skills and fifth to sixth grade math skills. He exhibits severe academic delays despite apparent average intellectual ability and considerable efforts on his part. The discrepancy between David's expected achievement and functional achievement appears to be the result of his auditory and visual processing problems. There is nothing to suggest that the learning discrepancy is related to or caused by physical, emotional, or environmental problems.

1. David needs to receive instruction at his current level of functioning with opportunities for success and reinforcement continually provided.

2. Auditory and visual aids should be provided in the classroom.

3. David needs to be allowed to tape record assignments, present work orally, and use a calculator in math. Textbooks should be highlighted for easier reading and David should be taught note taking and listening skills.

4. David needs to improve his reading, spelling and written language. The ozyxic and tvapqb programs would appear to meet his needs.

5. David should be given a vocational assessment to determine interests and aptitudes. The results should be used in planning his educational program.

SECTION V

CLASSROOM TEACHER REPORTS

SAMPLE FORMATS

1. General Summary of Performance
2. More Specific Summary of Performance
3. Behavioral Checklist

Purpose:

An important facet of evaluation is gathering data from the student's regular teachers. The items in this section help teachers to identify behaviors considered to be important for assessment and to organize the input effectively. Formats such as these can be sent to teachers for completion or used as interview outlines.

Sample

REGULAR CLASSROOM TEACHER
SUMMARY SHEET OF CLASSROOM PERFORMANCE
FOR A SUSPECTED LEARNING DISABILITIES STUDENT

Student: Report Date:

Address: School:

Grade/Subject: Completed by:

Please comment in each of the following areas:

Attendance/Discipline/Work Habits:

Grades/Skills Currently Being Taught:

Self-Concept/Peer and Staff Interactions:

Specific Academic Weaknesses/Strengths:

Other:

Sample

PERFORMANCE SUMMARY

Please give brief comments on the following items and return to: _____

From_____ Student_____

Class/Grade_____

1. General Comprehension:

2. Reading Comprehension:

3. Writing Skills:

4. Oral Expression:

5. Following Directions:

6. Task Completion:

7. Motivation/Participation:

8. Need for Teacher Assistance:

9. Physical Self-Control:

10. Verbal Self-Control:

11. Peer Relations:

12. Attendance:

13. Predictions for Next Year's Functioning:

14. Other Comments:

Sample

REFERRING TEACHERS BEHAVIOR CHECKLIST

(Dawson, McLeod, Mathews - 1976)

Student Name_____ Grade_____ Date_____

School_____ Class_____ Teacher_____

Code: *3 - essential
2 - important
1 - helpful
0 - not required

Directions: The code is used in the Required Column to identify the importance of the particular behavior.

BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
A. BUILDING RELATED:				
1. Walks in halls.				
2. Appropriate noise level in hall.				
3. Has pass when in hall.				
4. Shows pass when in hall.				
5. Does not peer or shout into classrooms or office.				
6. Moves from one room to another within a reasonable time limit.				
7. Appropriate peer interaction a. verbal				
b. physical				
8. Responds appropriately to adult initiated interaction.				
9. Able to sit quietly in office.				
10. Talks appropriately to building personnel.				
11. Stays in middle school areas.				
12. Leaves building within reasonable time limit a. when instructed				
b. when bell rings				

BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
B. SCHEDULE RELATED:				
1. Attends regularly.				
2. Knows what to do when				
a. late				
b. absent				
3. Knows which classes to attend				
a. room				
b. time				
4. Attends class on time.				
5. Attends school on time.				
C. MATERIAL RELATED:				
1. Has pencil.				
2. Has colored pencils.				
3. Has notebook.				
4. Has paper.				
5. Has books.				
6. Has misc. materials specific to day's task.				
7. Has completed assignments.				

BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
D. CLASSROOM RELATED:				
1. Sits in desk.				
2. Raises hand.				
3. Enters room appropriately.				
4. Responds to bell by being in the classroom and attending to teacher.				
5. Appropriate interaction with peers within classroom.				
6. Able to deal with praise appropriately.				
7. Able to deal with criticism appropriately.				
8. Reacts to peer provocation appropriately. a. verbal				
b. physical				
9. Reacts appropriately to teacher statements.				
10. Reacts appropriately to teacher directives.				
11. Able to deal with teacher expectations for the classroom				
12. Able to attend to class activity for 55 minutes.				
13. Treats material with proper care.				
14. Puts material away.				
15. Directs eyes (attention) toward teacher-directed activity.				
16. Listens to lectures.				
17. Listens to discussions.				

	BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
18.	Participates appropriately in classroom discussions.				
19.	Able to copy notes or other information.				
	a. from board				
	b. from overhead				
	c. from books				
	d. from misc.sources				
20.	Has appropriate voice level				
21.	Able to work in small group. (less than 10)				
22.	Able to work in large group. (more than 10)				
23.	Able to work individually.				
24.	Able to work with one other.				
25.	Able to ask for help when needed.				
26.	Leaves room appropriately				
	a. when directed				
	b. at end of class				

BEHAVIORS	REQUIRED (SEE CODE*)	RARELY SHOWN	BELOW CLASS STANDARDS	MEETS CLASS STANDARDS
E. TASK RELATED:				
1. Asks appropriate questions.				
2. Responds appropriately to questions.				
3. Starts task within reasonable time limit.				
4. Completes task on time.				
5. Remembers assignments as given.				
6. Able to volunteer information appropriately.				
7. Able to deal with grades received.				
8. Does assignments neatly.				
9. Completes assignments as given by teacher.				
10. Is responsible for work missed.				
11. Able to take tests.				
12. Able to use free or unstructured time well.				
13. Hands in completed work				

ADDITIONAL COMMENTS RE: STUDENT'S PERFORMANCE IN CLASS

SECTION VI

CLASSROOM OBSERVATION

1. Appointment Sheet
2. Observation Guidelines 1
3. Observation Guidelines 2
4. San Antonio Observation Form

Purpose:

The federal rules require a regular classroom observation of a student referred for learning disabilities evaluation. This portion of the federal rules has been added to Wisconsin's requirements (see Section II). The items in this section are designed to help the observing teacher conduct a good observation at an appropriate time/setting and efficiently organize the information received.

Sample

OBSERVATION APPOINTMENT SHEET

TO:

FROM:

RE: Classroom Observation of _____

I will be observing the above named student in your classroom because he/she has been referred for evaluation.

Date of Observation: _____

Time of Observation: _____

Room Location: _____
(Please notify if changed)

In order to take comparative behavioral data, it would be helpful if you could indicate on this sheet by seat location, description, etc., the following students in your class. (Please consider students of the same sex and similar socio-economic background. Use no names, please.)

A "STRONG" student (academic/behavioral) _____

_____

An "AVERAGE" student _____

_____

A "LOW" student _____

_____

REFERRED (above) student _____

_____

ALSO - Please note general guidelines for behavior you expect in this class (handraising, in-seat, quiet talking okay, etc.)

Thanks for your assistance.

CLASSROOM OBSERVATION GUIDELINES - 1

I. Educational Environment

A. General noise level

B. General activity level

C. Seating as it relates to social interaction
distractors
teacher

D. Rules and consistency of application

E. Directions - length, complexity
presentation method
visual cues, reminders

II. Student Behavior (comparative where possible)

A. On-task (direct instruction, discussion, independent)

B. Types of off-task (note cause where possible)

C. Rate of specific behaviors (ex. - 5 talkouts in 10 minutes)
Note: teacher and peer responses

D. Length of time needed to initiate work (contrast independent/small group/large group)

E. Compensatory behaviors/strategies

F. Transitions (behavior/change timing)

G. Participation - handraising/answering (called/volunteered)
appropriateness of contributions

H. Self-organization - desk (top/inside) materials,
assembling appropriate materials

I. Reinforcement variables
those delivered
responses

J. Interactions with teacher/peers

AUSTIN INDEPENDENT SCHOOL DISTRICT

CLASSROOM OBSERVATION FORM GUIDELINES - 2

OBSERVATION IN REGULAR CLASS. The purpose of this observation is to provide information about the student's behavior in a regular lesson in either a large or small group setting. On each observation, compare the student's behavior with classmates. This information will be important to an understanding of the observation. Record specific behaviors and avoid making judgments.

A. Classroom Environment. Observe and record such things as:

- type and level of noise
- lighting and temperature
- availability of space
- other stimuli to which student may attend
- seating
- instructional materials
- portable, regular or open classrooms
- pupil/teacher ratio

B. Instructional Situation and Student Behavior. Observe and record such things as:

1. Beginning of Lesson
   - seating arrangement and student's proximity to teacher
   - noise and activity level of group
   - student and group response to teacher's "ready to attend" cues
   - student interactions
2. Directions and Assignments
   - type of assignment and student response required
   - student's response to teacher's oral directions and written directions
   - student's response to teacher's visual aids or cues (e.g., diagrams, charts, pictures, overhead, gestures, facial expression, other body language)
   - student interactions
3. Student Work and/or Participation in Group Lesson
   - student organization and use of materials
   - student looks to other students for information about instructions or for answers
   - student asks teacher for clarification; other responses to teacher
   - student concentration or distraction while working (describe source of interruption and note by self or other source)
   - task completion
   - student interactions
4. Transition Time
   - student's response to teacher's directions regarding transition
   - noise and activity level of group
   - student behavior during transitions
   - student behavior in new activity
   - student interactions

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Classroom Observation Form (Draft)

SCHOOL:_____ OBSERVER, TITLE:_____

STUDENT'S NAME:_____ STUDENT'S ID NUMBER:_____

GRADE:_____ TEACHER:_____

I. Setting: Subject_____ Class Size_____

Student's assigned work area_____
Grade level of instruction presented_____
Grade level of materials presented_____
Teacher instructional time_____
Student independent work time_____
Student evaluation procedures: Written tests___ oral tests___
demonstrations____ role playing____
Student support services: tutor____ peer tutor____ teacher
help___ parent helpers___

II. Student behavior:

Social adjustment to: teacher____ peers____ support person___
(withdrawn, accepting, aggressive, appreciative, communi-
cation, etc.)

Response to teaching strategies used in:

one to one instruction____	small groups_____
verbal instruction_____	large groups_____
independent work_____	manipulatives_____
pencil paper tasks_____	multimedia_____

(attention time, work time, work completion, start-up time, etc.)

Work folder: Completed_____ Condition_____
Homework: Completed_____ Condition_____

Functional Level compared to peers: Please circle the appropriate number:

	Excellent	Good	Average	Poor	Very Poor
Oral Expression	1	2	3	4	5
Written Expression	1	2	3	4	5
Listening Comprehension	1	2	3	4	5
Basic Reading Skills	1	2	3	4	5
Reading Comprehension Skills	1	2	3	4	5
Mathematics Reasoning	1	2	3	4	5
Mathematics Calculation	1	2	3	4	5
Spelling	1	2	3	4	5

Other significant behavior: _____

SECTION VII

INTERVIEWS

(Parent, Teacher and Student)

1. Interview Guidelines

2. General Information Outline

3. Learning Styles and Strategies Questionnaire

Purpose:

Frequently one can gain significant information and insight about a student by speaking with the student's parents, teachers, and the student him/herself. When interviewing, it is important to be aware of the sensitivities and support needs of the person being interviewed. The interview should be non-judgmental and avoid aggressive questioning. Interviews may be conducted face to face or by telephone.

The following interview suggestions and guides are offered as examples to aid in the interview process. They may be used in their present form or altered to meet the needs of the evaluator or student. These guides are intended for older students but could be modified for use with younger students. The learning styles and strategies questionnaire can be handed out to the students for completion or can be used as an interview guide.

PARENT INTERVIEWS

As the student's first teachers, parents often can provide evaluation team members with valuable information. The interviewer must recognize that parents' skills, time, resources available to aid children academically, and communication abilities vary greatly, but all parents have insights regarding their children beyond the knowledge of the schools. It is critical that interviews be handled with appropriate sensitivity toward parental tendencies to feel intimidated by educators and professional terminology.

Preferences regarding timing of interviews vary among professionals. Frequently parents are interviewed by team members in conjunction with obtaining permission to test and explaining parent rights. Interviews may also be conducted in person or by phone at any time during the assessment phase.

When interviewing parents, keep a positive attitude and approach. Sequence topics so that the parent(s) will feel knowledgeable and able to identify positive factors about their child in initial questions.

The following sample interview questions suggested by The Parent Eduction Project (PEP) follow such a pattern and can provide important insights:

Basic Parent Interview Questions

1. What are some things that (child's name) is good at doing? What does he/she like to do?

2. What are some of the things that you've discovered at home that help when you want _____ to:

   listen?
   read?
   do homework?
   follow directions?

3. What do you see as _____'s problem areas

   at school?
   at home?
   in the neighborhood?

4. Which of these problems do you feel should be handled at school and which do you feel you could help with at home? What help are you able to give?

5. What do you expect of the school staff?
   What kinds of contacts are you comfortable with?
   Do you want the teacher to call you? How often?
   Do you need regular (weekly/daily) phone contacts?
   Do you prefer conferences?

Parents can also share insights and knowledge about many additional areas including:

- Health history
- Previous educational experiences
- General personality factors
- Self-concept
- Likes/dislikes
- Interests
- Activities
- Social relations
- Attitudes
- Goals
- Responsibilities
- Work experience
- Home conditions
- Concerns
- Attempts to aid

Parents' perceptions and their understanding of their child's perceptions of problems, causes, and contributing factors provide evaluation team members with critical insights. The time taken to share this information strengthens both the understanding of the learner and the general effectiveness of the team process because of the parents' active involvement.

TEACHER INTERVIEWS

Information from teachers can be gained from cumulative records, classroom teacher reports (Section V) and/or teacher interviews. In conducting an interview, be sure that it is done at a mutually agreeable time and in a confidential setting. A report or survey such as those found in Section V may be used as a guide or as direct interview instrument. Teacher interviews can clarify issues and provide the opportunity for further questions regarding concerns raised by the review of cumulative records, the referral and/or teacher responses to teacher report items.

When teacher interview/discussion time is scheduled following classroom observation of the student, additional insights and verifications may be gained regarding observed behaviors. In addition, in-class intervention procedures may be discussed.

STUDENT INTERVIEWS

In assessing a student, observations and testing notes strengthen the picture of the student as a learner. Direct questioning of the student can add much to this knowledge. Interviews may be formally or informally incorporated into the assessment process by using a form as a discrete information/activity unit or by obtaining the information via interspersed questions across the test sessions. Interviewing is especially effective with junior and senior high school students, who can frequently tell you more about their learning style, strategies, attitudes, and applications than anyone in their environment.

The following interview guides may be of aid in obtaining such information. Based on the information gained from student interviews, the student's assessment can be tailored to tap functional skills and their prerequisite basic skills.

Name: _____

School: _____ Date: _____

GENERAL STUDENT INFORMATION

1. How do you see yourself in terms of strengths and weaknesses in school at this point?

Strengths Weaknesses

2. What knowledge areas do you feel you need to strengthen before leaving high school and/or living independently?

_____ Reading
_____ Spelling
_____ Writing/Composition
_____ Letter writing
_____ Math
_____ Consumer protection information
_____ Understanding contracts
_____ Money related skills (checking accts., figuring interest, etc.)
_____ Knowing your rights/ obligations
_____ Understanding the legal system
_____ Other _____
_____

3. At this point, what do you plan/hope to do beyond high school

4. What are your job/work experiences to this point in time (babysitting, caddying, newspaper route, etc.)?

5. Are there any job seeking/working skills that you feel you need to develop before leaving high school (job applications, interviewing, making phone contacts for jobs, etc.)?

6. What, if any, additional schooling do you think you might/will want after high school (vocational school programs, college, etc.)?

7. Do you need more information on schools/programs/jobs, etc? _____
Have you talked with your counselor about this?

LEARNING STYLE AND STRATEGIES QUESTIONNAIRE

Student: _____

School: _____ Date: _____

TO: You, the Student

This is NOT a test. There are no right or wrong answers. The following checklist items are meant to gain a better picture of you as a learner. Feel free to add comments at any point or to add changes to any item checked. Ask questions about anything that is unclear. Knowing how you learn and how you honestly feel about school tasks can help teachers help you to be more successful in school.

LEARNING FACTORS: Check those items when "I study and remember best . . ."

My best time: ____ Morning ____ Mid-day ____ Afternoon ____ Evening
____ Night ____ Other: _____

Best place: A. ____ Home ____ School ____ Other: _____

B. Dining

If at school: ____ Library ____ Learning Center
____ Study Hall ____ Other: _____

Preferred Rules: (related to when, where, how long, talking or not, etc. during study)

A. Rules: ____ Strict ____ None ____ Flexible

B. Rules made by: ____ Parents ____ Teacher ____ Class
____ Me

Activity level during study: ____ Little ____ Occassional ____ Active

Study Location: ____ At desk/table ____ Sitting (comfortable chair)
____ On floor ____ Reclining (couch or bed)

Sound conditions: ____ Quiet ____ Music (kind: _____ volume: _____)
____ TV ____ Conversation ____ Other: _____

Do interruptions bother you? _____

With Whom? ____ Alone ____ A Partner ____ Small group ____ Large group
____ Parents

Preferred learning materials: Given a choice of materials/ways of learning, I prefer:

____ Visual (see, read it)
____ Auditory (hear it, listen)
____ Kinesthetic (do it, write it, hands-on)
____ Combination of above: _____
____ Other: _____

Work Motivation: The main reason(s) I do my schoolwork/assignments/studying is because:

_____ I want to
_____ Teachers expect me to do it
_____ My parent(s): _____ expect it _____ demand it
_____ To meet the deadline
_____ I'll get something for it:
_____ better grades
_____ money
_____ privileges/activities
_____ other: _____
_____

_____ Other: _____
_____

LEARNING TASKS: Check any and all answers that are right for you.

Learning Approaches/Strategies: "I usually . . ."

In Class (lectures/discussions):

_____ Take notes
_____ throughout lecture
_____ when told to copy notes
_____ Listen closely
_____ volunteer
_____ when called on
_____ Ask questions
_____ during class
_____ direct to teacher later
_____ Other: _____
_____

Using the textbook:

_____ Take notes
_____ Underline/highlight
_____ Discuss with others
_____ Write down questions to ask teacher/friends
_____ Other: _____
_____

Study time: "I can settle down and study for . . ."

_____ 15-minute blocks _____ 30 minute blocks _____ 1 hour-blocks
_____ As long as it takes to finish

The maximum time I can study at one time (and have it do any good) is _____.

Planning study time:

_____ It's easy to plan the right amount of study

_____ I have trouble planning the right amount of study time

_____ I run out of time
_____ I study the wrong things
_____ I can't remember after I've studied
_____ I plan, but put things off too long
_____ I don't plan
_____ I don't study

Test approach:

"When I study for tests, I . . ."

_____ Read the material the day or night before the test
_____ Spread out studying over 2-3 days/nights
_____ Panic: _____ because I didn't study
_____ even though I studied

I do these things to get ready for a test:

_____ Re-read notes _____ Write new notes _____ Discuss notes
_____ Read the text (first time) _____ Re-read text _____ Discuss text
_____ Copy charts, graphs, figures, flowcharts of importance
_____ Avoid studying: _____ It makes me nervous
_____ It won't help
_____ I already know all the information
_____ I'd rather do something/anything else

Memorizing Strategies: "The things I do to help me memorize or remember include . . ."

_____ Go over and over and over the material (How many times? _____)
_____ Think of mental pictures to help me remember
_____ realistic things _____ nonsense/unreal things
_____ Make up words or sentences to remember the order of lists
_____ Break lists into smaller groups to learn
_____ Outline the material
_____ Use rhyming to recall things
_____ Put things into categories to help remember
_____ Other _____

INSIGHTS/REACTIONS: (Check any and all answers that are right for you.)

Tests: Different people find different kinds of test questions types hard or easy. Some say "I hope it's an essay test" and others say "True-false!" Label these test question types according to how difficult you find them.

D = Difficult for me E = Easy for me N = Neutral difficulty

_____ Multiple choice questions
_____ True/false questions
_____ Matching questions
_____ Listing questions
_____ Fill-in questions
_____ Short answer questions
_____ Essay questions
_____ Label (example, diagrams, maps, etc.)
_____ Other: _____
_____

Assignments: Label these assignment types according to how difficult you find them.

D = Difficult for me E = Easy for me N = Neutral difficulty

_____ Daily/chapter questions (I do them _____ in class/ _____ as homework)
_____ Experiments/demonstrations
_____ Group projects
_____ Individual projects
_____ Other: _____
_____ Written reports
_____ Oral reports
_____ Workbook assignments

Sources of help:

I ask for help:

_____ Freely/whenever I need it
_____ Once in a great while
_____ Only when under a lot of pressure
_____ When someone asks if I need/want help
_____ Never

I get help from:

_____ Teachers (exceptions: _____)
_____ Parent(s)
_____ Brother(s) _____ Sister(s)
_____ Classmate(s)
_____ Other: _____

Frustrations: "I become most upset or frustrated with . . ." (check ALL that apply)

_____ Teacher presentations (especially _____)
_____ Reading textbooks - _____ too difficult to read
_____ I don't understand the information
_____ Tests _____ I can't read them
_____ I don't understand the questions
_____ I don't remember the information
_____ I don't study enough
_____ Grades (I get A's/B's/C's/D's/F's) (I expect _____'s) (I earn _____'s)
_____ My classmates' reactions
_____ My parents' reactions
_____ My teachers' reactions

Explain the reactions that bother you.

_____
_____
_____
_____

My general feelings about school being a student:

_____ It's fun!
_____ It's OK.
_____ I'd rather not have to be here.
_____ I hate it.

Comments: _____
_____

What could make it better?

_____
_____
_____
_____

(The Learning Factors section is based on work in Learning Styles by R. Dunn and K. Dunn)

SECTION VIII

DIAGNOSIS THROUGH TEACHING

Purpose:

Many teachers find that they learn much more about a student's abilities and disabilities in an instructional situation. Diagnosis through teaching is a procedure whereby a teacher uses different instructional strategies to identify a student's learning style, strengths and weaknesses. It can be implemented by both the regular and special education teachers. Diagnosis through teaching allows the special education teacher to teach the referred student in the special education classroom as part of the assessment process. The parents must be informed and give consent. Diagnosis through teaching should be limited to one or two hours per day for one to two weeks. It is not to be used to restrict a student's educational program nor as a temporary placement until an M-team can be held.

Diagnosis through teaching should not be interpreted as a diagnostic placement. There is no special education placement involved in this procedure. Diagnostic placements are not allowable under Wisconsin's rules.

DIAGNOSTIC TEACHING

AN ASSESSMENT INFORMATION SOURCE
(Edited from a manuscript submitted by Dee Tull)

Why Diagnostic Teaching?

Diagnostic teaching allows the teacher to observe the student's composite performance and to test the synthesized picture obtained in the assessment against the "real" learner. It is the culmination of all the assessment information and a means to determine whether the student requires exceptional education programs and services to meet his/her educational needs.

The purpose of diagnostic teaching as a source of information in assessment are:

1. Differential diagnosis.

    a. to use strategies that will rule out distracting stimuli;
    b. to rule out slow learner characteristics;
    c. to rule out anxiety as an inhibiting factor in learning;
    d. to rule out motivation as a problem;
    e. to rule out inappropriate instruction; and
    f. to rule out lack of instruction.

2. Planning for instruction.

    a. to find out what the student knows about how, what and why s/he learns;
    b. to find out "how" the student formulated the answer and the "why" of that particular answer.
    c. to test the hypotheses developed as a result of the synthesis of all the information gathered and analyzed.
    d. to develop the instructional objectives and strategies that are necessary to meet the student's individual educational needs.
    e. to find answers to discrepancy questions.
    f. to determine the student's level of thinking and understanding of "academic" learning and life learning.
    g. to allow a comparison of the student's success with a variety of instructional strategies.

Who Does Diagnostic Teaching?

Diagnostic teaching should not be the sole responsibility of the exceptional education teacher. All members of the assessment team including the referring teacher(s), the parent(s), people with whom the student lives, and the student are also responsible for gaining information through diagnostic teaching to develop the instructional interventions that will best meet the student's educational needs. However, it is most likely that the teachers (both exceptional education and regular education) are in the best positions to test out the planned instructional interventions.

How Does One Organize For Diagnostic Teaching?

All the information or data obtained through all the other assessment sources (observation, interview, testing, and historical information) are analyzed and synthesized and a picture of the student as a learner in a variety of learning environments is developed. This information is used to develop hypotheses that will be tested through diagnostic teaching.

All diagnostic teaching should not be done on a one-to-one with the student. Instructional strategies and interventions can be tested in the classroom with the student's regular education teacher gathering the information. At times it may be useful to have both the regular education and the exceptional education teachers gather information on an instructional intervention taking place in the student's regular classroom. Diagnostic teaching may also be done in the exceptional education classroom. This allows for comparisons of strategies and interventions in different environments.

To Organize:

1. Review, analyze and synthesize all assessment information gathered to date. Identify discrepancies, if any, in assumptions about the student's cognitive, affective, motoric, or social/emotional levels of functioning. Identify discrepancies across environments and time. Identify discrepancies in assumptions about the student as a learner. Do all the members of the assessment team seem to be describing the same student?

2. Develop hypotheses and instructional interventions to be tested during a diagnostic teaching time.

3. Determine a diagnostic teaching plan for when, where, and how long diagnostic teaching will take place. Determine who is responsible for what portions of the diagnostic teaching plan.

To Implement:

Diagnostic teaching is a puzzle solving process. Cue questions such as the ones given below should help unravel the puzzle. The function of cue questions is to solicit responses which lead to other questions. Each question and answer should lead to a clarifi-

cation between the student and his/her learning environment. The questions and their answers should direct the diagnostic teaching.

What exactly do you want the student to do? What is the task?

What is the instructional language of the task? What are the various ways the instructional language for the task can be presented to the student?

What does the student need to do the task? What previous knowledge or skills? What concepts?

What exactly does the student do when presented with the task? What does the student tell you s/he does with the task? How does the student approach a learning task at which s/he is good? Ask the student how s/he learns the requirements of this task. Are there any differences? How does the student approach a learning task at which s/he is not good, or having great difficulty? Ask the student how s/he learns this task. Is the student's perception accurate? Which learning strategies are efficient for the student?

What happens when the environment is changed for the student? What happens when a variety of contingencies are used for work completion?

If reading is the "disability" area, what happens when the amount of time spent actually reading, not on skill building, is increased by 60 minutes per day?

If strategy inefficiency is a problem in math, what happens when the student is taught and allowed to use a calculator?

If written language is a problem, what happens when the student is allowed to dictate his/her assignments or to use the typewriter, or to use a word processor?

What organizational, learning, cognitive strategies should be taught to the student to increase efficiency on tasks? Teach these to the student. Set up practice time for the strategies. Measure success both in increased efficiency and in student attitude about the task.

What prerequisite skills are missing from the student's repertoire? How can they best be taught? Teach and test these prerequisite skills to determine the learning rate. Identify alternative intervention strategies and determine if the strategies could and should be carried out in the regular classroom.

When successful strategies are found for the student in learning new tasks, does the student learn missing skills in a reasonable length of time? In what settings do the intervention strategies work best?

When successful strategies are found, but the student is still not learning in some areas, the case for learning disabilities is growing.

SECTION IX

CURRICULUM-BASED ASSESSMENT

Curriculum-Based Assessment (CBA) can be used to evaluate both individual children and educational programs. This section will discuss CBA from the perspective of individual child evaluation. Used properly, CBA appears to be a method well suited for assessing children's needs and for measuring academic progress. The references for the following article are additional resources for readers interested in learning more about Curriculum-Based Assessment.

There remain some unanswered questions about the use of CBA for identifying children as learning disabled. At this time CBA practices are considered a supplement to other assessment practices. The use of CBA alone in determining eligibility would not appear to be consistent with current state rules.

CURRICULUM-BASED ASSESSMENT

A Supplement/Alternative to Formal Testing

(Edited from a manuscript submitted by Dr. Berttram Chiang)

In the field of educational assessment, one of the important growing trends is the linking of assessment with instructional planning (McLoughlin & Lewis, 1981; Zigmond, Vallecorsa & Silverman, 1983). The type of assessment which involves collection of instructionally relevant data has traditionally been classified as informal assessment (Guerin & Maier, 1983). Despite their crucial role in the instructional decisions, informal teacher-made tests have often been considered oversimplistic to warrant much credit. This attitude is changing. Researchers at the Minnesota Institute for Research on Learning Disabilities (IRLD) have accumulated an increasingly large body of empirical evidence demonstrating the value of curriculum-based assessment for its validity (Deno, Mirkin & Chiang, 1982; Deno, Marston & Mirkin, 1982; Deno, Mirkin, Lowrey & Kuehnle, 1980), its predictive efficiency (Marston, Tindal & Deno, 1982), its reliability (Tindal, Marston & Deno, 1983), and its utility for making eligibility decisions (Marston, Tindal & Deno, 1982). The purpose of this paper is to discuss curriculum-based assessment in terms of the 5 w's--what is it? when is it done? who does it? why is it valuable? and how is it done?

WHAT IS CURRICULUM-BASED ASSESSMENT?

Curriculum-based assessment involves the collection of repeated short samples of a student's behavior within one or more curriculum areas. The data collected can be used to make eligibility and/or instructional planning decisions. The use of curriculum materials for measuring student performance repeatedly over time is analogous to physicians' measurement of individuals' vital signs such as temperature and blood pressure (Rosenberg & Sindelar, 1982). In both cases the measures need to be direct, continuous, and sensitive. An example of curriculum-based assessment in the domain of oral reading is the random selection of 100-word passages from the basal reader that the student is using in the mainstream setting (e.g., Ginn 720, Scott Foresman, etc.). The fluency and accuracy of a student's reading of these passages, in terms of number of words read per minute, constitutes the assessment data. Similar measures can be collected in the areas of word recognition, reading comprehension, spelling, written expression, and mathematics. Social behaviors can also be assessed by observing and recording the frequency of different behaviors such as "noise," "out of place," "negative physical contact," and "off task."

WHEN IS CURRICULUM-BASED ASSESSMENT DONE?

Provided that curriculum-based assessment is used for making screening and identification decisions as it was done in Pine County schools (Tindal, Sesson, Germann, Deno, & Mirkin, 1982), the assessment process starts as soon as a student is referred for possible special

education services. Usually the referred student had not performed satisfactorily on some standardized group-administered achievement tests.

An alternative starting point for curriculum-based assessment is at the conclusion of a few selected standardized, individually-administered achievement tests. The administrations of either group or individual standardized tests serve the purpose of providing directions for the particular curriculum area(s) on which curriculum-based assessment should be focused. For instance, a student's PIAT profile might indicate a significantly low math score with all other subtest scores being slightly above average. Curriculum-based assessment in the math area is therefore necessary to verify the PIAT findings. Curriculum-based assessment may also be called for when a student voices absolute dislike of a certain subject during the administration of a subtest, or when the parents or teachers express special concern for a student's performance in a certain area.

Regardless whether curriculum-based assessment is used to either replace or supplement individual achievement tests, the process is ongoing after the eligibility decision is made. Student progress and treatment effectiveness should be continuously monitored. Curriculum-based assessment becomes an instrument for the endless hypothesis testing process, which is an essential aspect of effective instruction.

WHO DOES THE CURRICULUM BASED ASSESSMENT?

Within the curriculum-based assessment system, the teachers are primarily responsible not only for collecting assessment data, but also for developing or selecting the assessment materials. Therefore, familiarity with the scope and sequence of different curriculum areas is particularly important. Teacher aides can be trained to administer the various curriculum-based assessments, including observing and recording the target social behaviors. The curriculum-based assessment procedures may appear less stringent than those used by standardized tests. However, meaningful data analyses and appropriate decision making are achieved to the extent that consistent and uniform assessment systems are maintained over time and across students.

WHY IS CURRICULUM-BASED ASSESSMENT VALUABLE?

As opposed to traditional models of educational assessment, curriculum-based assessment has the following distinct advantages:

1. The assessment data are related directly to instruction. Therefore, teachers can utilize the data to better structure curriculum and teaching methods.

2. Frequent testing, which is required for curriculum-based assessment, can enhance student learning and motivation. It definitely provides more specific feedback to students and helps them to become aware of their status in goal attainment.

3. Curriculum-based assessment is very time efficient. Most of the assessment devices can be administered in one to three minutes.

4. Curriculum-based assessment provides continuity and a common data base for various phases of decision-making. The same type of data is used to decide whether a student should be referred for special education, whether the student is eligible, and whether the intervention program is effective.

5. Curriculum-based assessment facilitates substantive compliance to the IEP development (Deno & Mirkin, 1982). The contents of IEPs are continuously put into practice and updated when necessary.

HOW IS CURRICULUM-BASED ASSESSMENT DONE?

In order to use the curriculum-based assessment to make eligibility decisions, local norms of peer performance on each of the academic measures need to be established. The referred student's performance is compared to the local norm and discrepancy ratios in the curriculum areas can be computed to help determine the appropriateness of special education placement. Such an assessment model has been successfully implemented in Pine County schools (Tindal, Wesson, Germann, Deno, & Mirkin, 1982). Using a 2.0 discrepancy criterion for eligibility determination for students in grades 3 through 6 resulted in 5% to 8% of students being classified as mildly handicapped.

Curriculum-based assessment can be used to verify standardized individual achievement test results by collecting three rate and accuracy measures of randomly selected word lists, passages, math facts or story starters from the student's current curriculum materials and analyzing the types of errors. The reliability and validity of such measures by far surpass those of standardized tests since the size of the behavior sample is more adequate and the contents represent the curriculum more accurately. An example of using curriculum-based assessment to verify a student's oral reading skill is as follows:

Sample passage of 100 words

XYAAZ 2 (1st reader) P. 116-117

rate: 46 words per minute

errors: 5	Miss/Mrs.	substitution
	Gregory/Goody	substitution
	they/when	substitution
	cold/cool	substitution
	singed/sang	substitution

ABJKL4 (1st reader) familiar material P. 6-7

rate: 38 words per minute

errors: 5		
	children/lunch	substitution
	lived/lives	substitution-ending
	around/away	substitution
	far/from	substitution
	year/yard	substitution

Observed tracking with finger and reading in monotone.

ABJKL4 (1st reader) unfamiliar material P. 106-107.

rate: 31 words per minute

errors: 5		
	little/bright	substitution
	lifting/lived	substitution
	son/one	substitution
	were/where	substitution (w/wh)
	trees/tree	substitution-ending

If curriculum-based assessment is used to monitor a student's ongoing performance and to make related instructional decisions, the five-step model developed by Mirkin, Deno, Fuchs, Wesson, Tindal, Marston, and Kuehnle (1981) should be followed. The program objective, the measurement domain, the measurement task and procedure, a time-series data display, and data evaluation procedures should be selected step-by-step. A student's performance level and trend can be interpreted, and data-based instructional decisions can be made accordingly.

CONCLUDING REMARKS

The notion of testing for teaching has been well-documented (Garrett, 1965; Wallace & Larsen, 1978; Zigmond, Vallecorse, & Silverman, 1983). Curriculum-based assessment has evolved into a very systematic assessment methodology supported by a series of research studies by Deno and his associates. Despite its empirical validity and practical benefits, curriculum-based assessment has not been widely used by LD teachers because of the limited training and experience they have with the procedures (Wesson, King, & Deno, 1984). Curriculum-based assessment procedures should be incorporated into the teacher training assessment courses so that all new special education teachers are familiar with them. Present teachers will need inservice training in order to implement the model correctly. Curriculum-based assessment does initially appear to be time consuming, but with proper training and implementation teachers will find that it substantially improves both assessment and instruction.

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SECTION X

TESTING

1. Assumptions Underlying Testing
2. Observations During Testing
3. Technical Adequacy of Test Instruments
4. List of Academic Tests
5. List of Tests for Young Children

Purpose:

Teachers need to be aware of available test instruments and the technical adequacy of these instruments. The items in this section provide a list of tests in the academic and pre-school areas, information on testing itself and the adequacy of many tests used in identifying learning disabled children. Be advised that when a standardized test is administered in a non-standardized way, it should be so noted and explained.

ASSUMPTIONS UNDERLYING TESTING

There are a number of assumptions that operate each time we review another's test results or assign another the task of conducting a particular assessment. It is important to recognize and understand these assumptions since their validity has a substantial effect upon the accuracy of the results and the inference which can be made from them. Knowledge of these assumptions also serves as a good self-check to help reduce examiner error and to put the results of educational assessments in perspective.

Newland (1971) identified the five following critical assumptions:

1. The person giving the test is skilled.
2. A certain amount of error will be present.
3. The acculturation for the child being tested is comparable to the group on which the test was standardized.
4. The behavior sampling is adequate in amount and representative in area.
5. Present behavior is observed, future behavior is inferred.

The test examiner must be skilled in establishing rapport, correctly administering the test, scoring the test, and interpreting test. The examiner's lack of skill in any of these areas will lead to increased error. While a certain amount of error is always present in testing, every attempt should be made to keep the amount of error as low as possible. Two kinds of error are generally recognized; systematic error and random error. Systematic error is consistent in that it is built into the test instrument by the examiner. Random error is produced by the inconsistency of the examiner or the test instrument. A reliable test has very little random error when administered in accordance with test directions.

Standardized tests produce results that allow for comparison of student populations. Comparable acculturation relates to comparable experiencial background rather than skin color, race, or ethnicity. Test comparable acculturation must be considered in the selection and administration of tests.

The behavior sampling must be adequate to be of any assistance in decision-making. There must be enough items in a category to give the student the opportunity to demonstrate what he/she knows or does not know. In addition, the test must measure what the authors claim. Even tests that measure skill in the same academic area may measure different parts of that skill. It is one task to recognize an inappropriately spelled word, but it is quite another task to spell the word correctly given a verbal prompt.

The behavior exhibited in the test situation is a limited sample often taken under artificial or stressful conditions. There is a need to conduct ongoing assessment and to constantly add behavior samples to develop a more complete picture of the individual as a learner.

Source: Newland, T.E. Psychological Assessment of Exceptional Children and Youth. In W. Cruickshank (ed.) Psychology of Exceptional Children and Youth, 1971, pp. 115-174.

OBSERVATIONS DURING TESTING

The evaluator should be alert to the following:

1. General ease/tension

2. Subject area preferences, view of own abilities, reactions to work

3. Response rates on various tasks:
   when nearing ceiling
   on strength areas
   on weakness areas

4. What strategies are observed:
   Visual cues - digital computation (under table), marks, re-read
   Auditory cues - self talk (verbal mediation) - note accuracy of strategy as it is talked through

5. How does the child deal with not knowing?

6. Where possible, note observed reason for errors:
   ex. - decoding errors vs. comprehension (analogy format)
   computation needs on memory task (Key Math Mental Comp.)
   language/syntactic problems in close procedure

7. Informal questioning insights on strategies/reasoning:
   How did you figure that out?
   How or where could you find the answer if you really needed to?

8. Other factors:
   Visual: nearness to material/squinting/eye occlusion/angle/rubbing
   Auditory: word confusions/repeats needed
   Language: word finding problems/circumventing of terms/grammatical error forms/sentence complexity
   Physical Activity: fidgetting/tapping/tensing of ankles/legs
   General Attitude: eager to finish? what? when? ask for more? what? when?

9. General attention to tasks presented:
   short term
   long term (note when tiring is suspected)
   increased activity levels - analyze in relation to task components

10. Reinforcement needs, reactions

TECHNICAL ADEQUACY OF TESTS

The selection and use of tests in the assessment process is a critical decision. Used properly, tests can provide important diagnostic information, but poor selection and/or improper application of the tests can lead to confusion, or worse, inappropriate diagnosis. A major consideration in selecting a test must be its technical adequacy. Has the test been properly normed and is it reliable and valid? Findings arrived at from a technically inadequate instrument will be more suspect than those derived from a valid and reliable instrument.

Many people know little about the technical adequacy of the instruments they use. They use the tests they learned about in their college preparation programs or from their associates. There seems to be an assumption that all published tests are reliable and valid. Unfortunately, valid and reliable tests appear to be the exception more than the rule.

The American Psychological Association has set guidelines to use in determining the technical adequacy of tests. While these guidelines are helpful, Mardell-Czudnowski and Lessen (1982) suggest that the guidelines may be too broad. Mardell-Czudnowski and Lessen's ratings of tests were substantially different in some cases from the findings of Thurlow and Ysseldyke (1979).

The following chart shows the findings of four studies on the technical adequacy of several of the tests most frequently used in assessing suspected learning disabled children. There are two ratings for norms, reliability, and validity after each test. The column headed "Y" gives the findings of all the studies that involved Dr. Ysseldyke; the column headed MC lists the findings of Mardell-Czudnowski and Lessen. Not all the tests were rated twice. The chart outlines the technical adequacy of popular tests at the time they were evaluated. Some tests, such as the WRAT, have been revised recently and may be more technically adequate now. Check the Mental Measurement Yearbooks and monographs for udpates.

When standardized testing is appropriate, it is recommended that technically adequate tests be used. The results will be much more useable and defensible. However, tests rated technically inadequate may be appropriately used to gather information about how a child learns and what he/she needs to be taught. Such information might also be obtained through curriculum-based assessment and diagnosis through teaching.

TECHNICAL ADEQUACY OF TEST INSTRUMENTS USED IN EXCEPTIONAL EDUCATION*

Test	Norms Y	Norms MC	Reliability Y	Reliability MC	Validity Y	Validity MC	Agree
Intelligence Tests							
Arthur Adaptation of the Leiter International Performance Scale	-		-		-		
Cognitive Abilities Test	-		+		+		
Culture Fair Intelligence Test	-		-		+		
Full Range Picture Vocabulary Test	-		-		-		
Goodenough-Harris Drawing Test	-		-		-		
Henmon-Nelson Tests of Mental Ability	-		-		-		
Kuhlmann-Anderson Intelligence Tests	+		+		+		
McCarthy Scales of Children's Abilities (1972)	+	+	+	+	+	+	Yes
Otis-Lennon Mental Ability Test	+		+		+		
Primary Mental Abilities Test	-		+		+		
Quick Test	-		-		-		
Slosson Intelligence Test (1961)	-	-	-	+	-	-	No
Stanford Binet Intelligence Scale (1972)	+	-	-	-	-	-	No
Wechsler Adult Intelligence Scale (1955)	+	+	+	+	+	+	Yes
Wechsler Intelligence Scale for Children-Revised (1974)	+	+	+	+	+	+	Yes
Achievement Tests							
Brigance Inventory of Basic Skills (1976)	-	CR	-	-	-	-	No
California Achievement Test	-		+		-		
Comprehensive Test of Basic Skills (1973, 1977)[1]	**	+	**	+	**	+	--
Diagnosis: An Instructional Aid in Math	CR		CR		CR		
Diagnostic Reading Scales	-		-		-		
Durrell Analyses of Reading Difficulty	-		-		-		
Gates-MacGinitie Reading Tests	-		+		-		
Gates-McKillop Reading Diagnotic Tests (1962)	-	-	-	-	-	-	Yes

+ = technically adequate
- = technically inadequate
** = manual not available
CR = criterion referenced
SC = special condition
Y = Ysseldyke and others
MC = Mardell - Czudnowski and Lessen

1 Labelled California Test of Basic Skills in Thurlow and Ysseldyke (1979).

Test	Norms Y	Norms MC	Reliability Y	Reliability MC	Validity Y	Validity MC	Agree
Gilmore Oral Reading Test (1968)	-	-	-	-	-	-	Yes
Gray Oral Reading Test	-		-		-		
Iowa Test of Basic Skills	+		-		-		
Key Math Diagnostic Arithmetic Test (1971)	-	CR	-	+	-	-	No
Metropolitan Achievement Test	-		+		-		
Peabody Individual Achievement Tests (1970)	+	+	+	+	+	+	Yes
Silent Reading Diagnostic Tests	-		+		+		
Spache Diagnostic Reading Scales (1972)	-	-	-	-	-	-	Yes
SRA Achievement (1978)	+	+	-	+	-	-	No
Stanford Achievement Test (1973)	+	+	+	+	+	+	Yes
Stanford Diagnostic Mathematics Test	+		+		+		
Stanford Diagnostic Reading Test	+		+		+		
Wide Range Achievement Test (1976, 1978)	-	-	+	+	-	-	Yes
Woodcock-Johnson Psycho-Educational Battery (1977)	+	+	+	+	+	+	Yes
Woodcock Reading Mastery Tests (1973)	+	+	+	+	+	-	No
Perceptual-Motor Tests							
Bender Visual Motor Gestalt(1938)	-	-	-	-	-	-	Yes
Developmental Test of Visual-Motor Integration (1967)	-	-	-	+	-	-	No
Developmental Test of Visual Perception	-		-		-		
Memory for Designs Test	-		-		-		
Motor Free Visual Perception Test (1972)	-	-	-	+	-	+	No
Purdue Perceptual-Motor Survey	-		-		-		
Wepman Auditory Discrimination Test (1978)	-	-	-	-	-	-	Yes
Behavioral Recordings							
Frequency Counting or Event Recordings	SC		SC		SC		
Interval or Time Samplings	SC		SC		SC		
Permanent Products	SC		SC		SC		
Peterson-Quay Behavior Problem Checklist	-		-		-		
Personality Tests							
Piers-Harris Self-Concept Scale (1969)	-	-	-	+	-	+	No
Rorschach-Inkblot Technique	-		-		-		
School Apperception Method	-		-		-		
Thematic Apperception Test	-		-		-		

Test	Norms		Reliability		Validity		Agree
	Y	MC	Y	MC	Y	MC	
Adaptive Behavior Scales							
AAMD Adaptive Behavior Scale	-		-		-		
AAMD Adaptive Behavior Scale (School Version)	+		-		-		
Vineland Social Maturity Scale	-		-		-		
Language Tests							
Carrow Elicited Language Inventory (1974)	-	-	-	-	-	-	Yes
Detroit Tests of Learning Aptitude (1967)	-	-	-	-	-	-	Yes
Goldman-Fristoe Test of Articulation (1972)	CR	CR	+	-	+	-	No
Illinois Test of Psycholinguistic Abilities (1968)	-	-	-	+	-	-	No
Northwestern Syntax Screening Test	-		-		-		
Peabody Picture Vocabulary Test (1965)	-	-	+	+	+	+	Yes
Test for Auditory Comprehension (1977)	-	-	-	-	-	-	Yes
Utah Test of Language Development (1967)	-	-	-	-	-	-	Yes

*Sources: Mardell - Czudnowski, C.D. & Lessen, E.I. Technical Adequacy of Assessment Instruments: Can We Agree? DIAGNOSTIQUE, 1982, 7 (4), 189-202.

Salvia, J., & Ysseldyke, J. E. Assessment in special and remedial education. Boston: Houghton Mifflin, 1978.

Thurlow, M. D., & Ysseldyke, J. E. Current assessment and decision-making practices in model LD programs. Learning Disability Quarterly, 1979, 2(4), 15-24.

Ysseldyke, J. E., Algozzine, B., Regan, R., & Potter, M. Technical adequacy of tests used by professionals in simulated decision making. Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities, 1979.

ACADEMIC TESTS

The following pages list a number of tests for assessing reading, spelling, written language and mathematical skills. The list is provided as a resource. The inclusion of a test does not imply an endorsement nor does exclusion imply that the test has shortcomings.

ACADEMIC TESTS

I - BASIC READING SKILLS

Test and Publisher	Grades Appropriate	Type of Skill Examined
Basic Educational Skills Inventory: Reading (Winch and Associates) 1973	K-6	Phonic Analysis Sight Vocabulary
BASIS - Basic Achievement Skills Individual Screener (Psych. Corp.) 1983.	1-12	
Botel Reading Inventory (Follett Educational Corp.) 1961.	1-12	Sight Vocabulary Phonic Analysis
Brigance Diagnostic Inventories (Curriculum Associates) 1980.	Preschool-12	Literal
California Achievement Tests (CTB/McGraw Hill)	K-12	
Comprehensive Tests of Basic Skills (CTB/McGraw Hill)	2-12	
Criterion Test of Basic Skills (Academic Therapy Publications) 1976.	1-6	
Diagnostic Reading Scales (CBT/McGraw-Hill) 1963.	1-6	Sight Vocabulary Phonic Analysis
Durrell Analysis of Reading Difficulty. (Harcourt, Brace, Jovanovich) 1955.	1-6	Sight Vocabulary Phonic Analysis Reading Rate
Gates-MacGinitie Readiness Skills Test (Psychological Corporation)	K-1	
Gates-MacGinitie Reading Tests (Western Psychological Services) 1965.	1-12	Reading Rate
Gates-McKillop Reading Diagnostic Tests (Teachers College Press) 1972.	2-6	Sight Vocabulary Phonic Analysis Reading Rate
Gilmore Oral Reading Test (Harcourt, Brace, Jovanovich) 1968.	1-8	Reading Rate
Gray Oral Reading Test (Bobbs-Merrill) 1963.	1-College	Reading Rate
Iowa Tests of Basic Skills-Primary and Multilevel Batteries (Houghton Mifflin)	K-1	
Language Assessment Battery-English and Spanish (Houghton Mifflin)	K-12	

Test and Publisher	Grades Appropriate	Type of Skill Examined
Metropolitan Readiness Tests (Psychological Corporation)	K-1	
Murphy-Durrell Reading Readiness Analysis (Psychological Corporation)	K-1	
Nelson Reading Skills Test (Houghton Mifflin)	3-9	
Peabody Individual Achievement Test (American Guidance Service) 1970.	1-12	Sight Vocabulary
Silent Reading Diagnostic Tests (Meredith Corporation) 1970.	2-6	Sight Vocabulary Phonic Analysis
Spache Diagnostic Reading Scales (CTB/McGraw-Hill) 1963-1972.	1-12	Sight Vocabulary Phonic Analysis Reading Rate
Stanford Diagnostic Reading Test (Harcourt, Brace, Jovanovich) 1977.	1-12	Sight Vocabulary Phonic Analysis Reading Rate
Stanford Early School Achievement Test (Psychological Corporation)	K-2	
Stanford Test of Academic Skills (Psychological Corporation)	8-College	
Wide Range Achievement Test (Revised) (Guidance Associates of Delaware) 1976.	K-12	Sight Vocabulary
Woodcock Reading Mastery Tests (American Guidance Service) 1973.	1-12	Literal
Woodcock-Johnson Psycho-Educational Battery (Tests of Achievement) (Teaching Resources) 1977.	Preschool-College	Sight Vocabulary Phonic Analysis

ACADEMIC TESTS

II - READING COMPREHENSION

Test and Publisher	Grades Appropriate	Type of Skill Examined
Brigance Diagnostic Inventories (Curriculum Associates) 1976, 1977, 1978, 1980.	Preschool-i2	Literal
California Achievement Tests (CTB/McGraw Hill)	K-12	
Comprehensive Tests of Basic Skills (CTB/McGraw Hill)	2-12	
Diagnostic Reading Scales (CTB/McGraw-Hill) 1963.	1-6	Literal Inferential
Durrell Analysis of Reading Difficulty (Harcourt, Brace, Jovanovich) 1955.	1-6	Literal
Gates-MacGinitie Reading Tests (Western Psychological Services) 1965.	1-12	Literal
Gilmore Oral Reading Test (Harcourt, Brace, Jovanovich) 1968.	1-8	Literal
Gray Oral Reading Test (Bobbs-Merrill) 1963.	1-College	Literal
Iowa Tests of Basic Skills-Primary and Multilevel Batteries (Houghton Mifflin)	1-8	
Language Assessment Battery-English and Spanish (Houghton Mifflin)	K-12	
Metropolitan Achievement Tests (Psychological Corporation)	K-12	
Nelson Reading Skills Test (Houghton Mifflin)	3-9	
Peabody Individual Achievement Test (American Guidance Service) 1970.	1-12	Literal
SRA Assessment Survey: ITED (SRA)	1-12	
Stanford Achievement Tests (Psychological Corporation)	1-10	

Test and Publisher	Grades Appropriate	Type of Skill Examined
Stanford Diagnostic Reading Test (Harcourt, Brace, Jovanovich) 1977.	1-2	Literal Inferential
Tests of Achievement and Proficiency (Houghton Mifflin)	9-12	
Test of Adolescent Language (Pro-Ed) 1978.	6-12	Literal Inferential
Test of Reading Comprehension (Pro-Ed) 1978.	1-12	Literal Inferential
Woodcock-Johnson Psycho-Educational Battery (Tests of Achievement) (Teaching Resources) 1977.	Preschool-College	Literal
Woodcock Reading Mastery Tests (American Guidance Service) 1973.	1-12	Literal

ACADEMIC TESTS

III - WRITTEN EXPRESSION

Test and Publisher	Grades Appropriate	Type of Skill Examined
Brigance Diagnostic Inventories. North Billerica, MA: Curriculum Associates, 1980(B).	Preschool-12	Conventional Mechanical
California Achievement Tests (CTB/McGraw Hill)	K-12	
Comprehensive Tests of Basic Skills (CTB/McGraw Hill)	2-12	
Dos Amigos Verbal Language Scales (Academic Therapy Publications, 1973.	K-8	Indicates Dominate Language
Iowa Tests of Basic Skills - Primary and Multilevel Batteries (Houghton Mifflin)	2-8	
Language Arts Test (Houghton Mifflin)	7-9	
Language Assessment Battery - English and Spanish (Houghton Mifflin)	K-12	
Language Proficiency Test (Academic Therapy Publication) 1981.	7-12	
Picture Story Language Test (Grune & Stratton) 1965 (PSCT).	2-11	Conventional Productive Cognitive Linguistic
Slingerland Screening Tests for Identifying Children with Specific Language Disability (Educators Publishing Service) 1962-1974 (S).	1-6	Mechanical
Stanford Achievement Tests (Psychological Corporation)	2-10	
Tests of Achievement and Proficiency (Houghton Mifflin)	9-12	
Test of Adolescent Language (Pro-Ed) 1980.	6-12	Linguistic
Test of Written English (Academic Therapy Publications) 1979 (TWE).	1-6	Conventional Productive Cognitive Linguistic

Test and Publisher	Grades Appropriate	Type of Skill Examined
Test of Written Language (Pro-Ed) 1983 (TOWL).	2-12	Mechanical Conventional Productive Cognitive Linguistic
Woodcock-Johnson Pyscho-Educational Battery (Tests of Achievement) (Teaching Resource) 1977 (W-J).	Preschool-College	Conventional Linguistic

ACADEMIC TESTS

IV - SPELLING

Test and Publisher	Grades Appropriate	Type of Skill Examined
BASIS - Basic Achievement Skills Individual Screener (Psych. Corp.) 1983.	1-12	
Durrell Analysis of Reading Difficulty (Psychological Corporation)	2-6	
Larsen-Hammill Test of Written Spelling (Pro-Ed) 1976 (TWS).	1-8	Conventional
Peabody Individual Achievement Test (American Guidance Service) 1970 (PIAT).	1-12	Spelling Recognition
Wide Range Achievement Test (Revised) (Guidance Associates of Delaware) 1976 (WRAT).	K-12	Conventional

ACADEMIC TESTS

V - MATHEMATICS

Test and Publisher	Grades Appropriate
Basic Educational Skills Inventory: Math (Winch and Associates) 1973.	K-6
BASIS: Basic Achievement Skills Individual Screener (Psych. Corp.) 1983.	1-12
Brigance Diagnostic Inventories (Curriculum Associates) 1980.	Preschool-12
California Achievement Tests (CTB McGraw Hill)	K-12
Comprehensive Tests of Basic Skills (CTB McGraw Hill)	2-12
Criterion Test of Basic Skills (Academic Therapy Publications) 1976.	1-6
DST: Math Diagnostic Screening Test (Facilitations House) 1980.	1-9
Iowa Tests of Basic Skills - Primary and Multilevel Batteries (Houghton Mifflin)	1-8
Keymath Diagnostic Arithmetic Test (American Guidance Service) 1971.	K-8
Metropolitan Achievement Tests (Psychological Corporation)	K-12
Metropolitan Readiness Tests (Psychological Corporation)	K-1
Peabody Individual Achievement Tests (American Guidance Service) 1970.	1-12
Stanford Achievement Tests (Psychological Corporation)	1-10
Stanford Diagnostic Mathematics Test (Harcourt, Brace, Jovanovich) 1976.	1-12
Stanford Early School Achievement Test (Psychological Corporation)	K-2
Stanford Test of Academic Skills (Psychological Corporation)	8-13
Steenburgen Quick Math Screening Test (Academic Therapy Publications) 1978.	1-6
Test of Mathematical Abilities (Pro-Ed) 1984.	3-12
Tests of Achievement and Proficiency (Houghton Mifflin)	9-12

Test and Publisher		Grades Appropriate
The Mathematics Test (Houghton Mifflin)		7-9
Wide Range Achievement Test (Revised) (Guidance Associates of Delaware) 1976.	K-12	
Woodcock-Johnson Psycho-Educational Battery (Tests of Achievement) (Teaching Resources) 1977.	College	Preschool-

TESTING INSTRUMENTS FOR YOUNG CHILDREN

Source: A Review of Assessment Instruments and Procedures for Young Exceptional Children
Wisconsin Department of Public Instruction, April, 1980, Bulletin 0448.

Bulletin 448 was revised in 1984. The revised bulletin provides more complete descriptions of many of the tests listed in the matrix.

NAME OF TEST	PAGE NUMBER	AGE LEVEL 0	1	2	3	4	5	6	7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Adaptive Behavior Scale (AAMD)																									
Arizona Articulation Proficiency Scale	1									norm		H					E								
Assessment of Children's Language Comprehension	3									norm	10–15	H				●	R								
Basic School Skills Inventory	5									norm-criteria	20	M				●	●	●	●	●		●			minorities
Bayley Scales of Infant Development	8									norm	45	H	●	●	●	●	●				●				
Behavior Development Profile (Marshalltown)	10									criteria		M	●	●	●		●	●	●						
Behavior Rating Scale (Burk)	14											H							●		●				
Behavior Skills Inventory (Cawley)	20									criteria		H						●	●		●				
California Preschool Social Competency (Levine)										norm	15	H						●	●			●			
Callier-Azusa Scale										adaptive	Obs.	M	●	●	●	●		●	●					●	deaf-blind severe/profound
Carolina Developmental Profile	31									criteria		L	●	●	●	●	●				●			●	
Carrow Elicited Language Inventory	33									norm	45	H					E						●		

E – expressive language only
R – receptive language only

NAME OF TEST	PAGE NUMBER	AGE LEVEL (0 1 2 3 4 5 6 7)	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Cognitive Skills Assessment Battery (Boehm-Slater)				20–25	L			●							◉			
Columbia Mental Maturity Scale																		
Cooperative Preschool Inventory (Caldwell) Rev. Ed.	37		norm	15	L			●	●						◉			
Denver Developmental Screening Test	39		screen	15–20	L	◉	◉	◉	◉	◉	◉			◉				
Detroit Tests of Learning Aptitude	42		norm			◉	◉	◉	◉	◉								most disabilities
Developmental Activities Screening Inventory	45		screen	20–40	M	◉		◉									◉	phys/multi handicapped, vision impaired
Developmental Guidelines	48		criteria		M	◉	◉	◉		◉	◉	◉						
Developmental Profile (Alpern-Boll)	50		criteria		L	◉	◉	◉	◉	◉	◉						◉	
Developmental Test of Visual Perception			norm	30–35	H				◉								◉	cerebral palsy
Developmental Test of Visual-Motor Integration (Beery-Buktenica)	58		norm	10–15	M				◉								◉	hearing impaired
Diagnostic Inventory of Early Development (Brigance)	60		criteria		L	◉	◉	◉	◉	◉	◉						◉	
Early Intervention Developmental Profile	62		criteria	60	L–M	◉	◉	◉	◉	◉	◉			◉			◉	mentally retarded, phys. handicapped, hear/vision impaired

NAME OF TEST	PAGE NUMBER	AGE LEVEL 0	1	2	3	4	5	6	7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Score	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Environmental Language Inventory	66		▬	▬						norm	30–40	M					E				◉	◉			
Environmental Prelanguage Battery	70	▬	▬							criteria		L–M						◉						◉	
Gesell Development Schedule		▬	▬	▬	▬	▬	▬	▬	▬	adaptive	30	H	◉	◉			◉							◉	
Goldman-Fristoe Test of Articulation	77			▬	▬	▬	▬	▬	▬	criteria	30+	M–H									◉		◉		
Goldman-Fristoe-Woodcock Test of Auditory Discrim.						▬	▬	▬	▬	norm	10–15	M					R								
Goodenough-Harris Drawing Test																									
Home Observation for Measurement of Environment (Caldwell)	82	▬	▬	▬	▬	▬	▬	▬		adaptive	60	M					E								
Houston Test of Language Development (Crabtree)		▬	▬	▬	▬	▬	▬	▬		norm	30–60	M					◉							◉	
Illinois Test of Psycholinguistic Abilities (Kirk)	92			▬	▬	▬	▬	▬	▬	norm	45–60	H			◉	◉	◉					◉		◉	
Indiana Preschool Developmental Assessment Scale	100	▬	▬	▬	▬	▬	▬	▬	▬	criteria		L–M	◉	◉	◉	◉	◉				◉				
Infant Behavior Inventory																									
Infant Intelligence Scale (Cattell)	105	▬	▬	▬	▬					criteria	20–30	H			◉							◉			

NAME OF TEST	PAGE NUMBER	AGE LEVEL 0 1 2 3 4 5 6 7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Initial Assessment Questionaire	109		criteria	30–45	L	◉	◉	◉		◉	◉			◉				multi handicapped hear/vision impaired
Language Sampling Analysis and Training	113		criteria		M–H					E							◉	
Learning Accomplishment Profile (LAP) (Stanford)	118		criteria		M	◉	◉	◉		◉	◉	◉		◉			◉	
Learning Accomplishment Profile–Diagnostic Ed.	122		criteria	60–90	M	◉	◉	◉		◉	◉			◉			◉	
Learning Accomplishment Profile–Infants																		
Lexington Developmental Scale																		
McCarthy Scales of Children's Abilities	127		norm	45	H	◗	◗	◉	◉	◗					◉	◉	◉	
Merrill-Palmer Scale of Mental Tests (Ball)	131		norm		H	◉	◗			◉	◗				◉	◉		
Milani-Comparetti Developmental Scale	136		criteria	10	H		◉										◉	
Miller-Yoder Test of Language Comprehension																		
Minnesota Child Development Inventory (Ireton)	139		criteria	20–30	L	●	●	●		E	●	●		◉			◉	
Minnesota Preschool Scale (Goodenough)	142		norm	30	L–M	●		●		◉					◉	◉		

NAME OF TEST	PAGE NUMBER	AGE LEVEL (0 1 2 3 4 5 6 7)	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Motor Development Scale (Doudlah)	147	0–1	criteria	30–90	M–H	◉												
Motor-Free Visual Perception Test	150	3–7	norm	10	L–M			◉									◉	
Northwest Syntax Screening Test																		
Oliver			criteria		L				◉					parent				
Ordinal Scales of Psychological Development (Uzgiris & Hunt)		0–2	criteria	30–120	M–H									descriptive report				
Parent Readiness Evaluation of Preschoolers (Ahr)	161	3–6	criteria	30–45	L	◗		◗		◉				parent			◉	
Peabody Picture Vocabulary Test (Dunn)	165	2–7	norm	10–15	M					R				◉	◉	◉		
Pediatric Assessment of Self-Care Activities	168	1–6	criteria	30–90	L–M						◉							
Photo Articulation Test	169	3–7	norm	5	M					E							◉	
Pictorial Test of Intelligence	172	3–7	norm	30–45	M–H			◉	◉					◉	◉			
Portage Guide to Early Education (Revised checklist)	179	0–5	criteria			◉	◉	◉		◉	◉	◉						
Preschool Attainment Record-Research Ed. (Doll)	182	0–6	criteria	20–30	M	◉	◉	◉		◉		◉		◗				

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NAME OF TEST	PAGE NUMBER	AGE LEVEL 0 1 2 3 4 5 6 7	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Preschool Language Scale (Zimmerman)	185		criteria	30	M–H					◉				◉		◉		
Preschool Rating Scale																		
Psychoeducational Evaluation of the Preschool Child	187		criteria	45–90	L–M			◉		◉			◉					phys/multi-handicapped, hear/vision-impaired
Psychoeducational Profile (PEP)																		
PIC Kindergarten & Grade Readiness Test			criteria	150–240	M	◉	◉						◉					
Referral Form Checklist (Developmental Therapy) (Wood)	194		criteria	10–20	M					E	◉	◉	◉	◉				
Sentence Repetition Task																		
Sequenced Inventory of Communication Development	199				H					◉				◉	◉			
Skills Inventory (Oregon)	205		criteria		M–H	◉	◉	◉		◉	◉	◉						vision-impaired
Slossen Intelligence Test																		
Social Maturity Scale for the Blind	208		norm		M–H	◉	◉			E	◉	◉			◉		◉	vision-impaired
Southern California Test of Sensory Integration (Ayres)	212		norm	75–90	H				◉						◉			

NAME OF TEST	PAGE NUMBER	AGE LEVEL (0 / 2 / 3 / 4 / 5 / 6 / 7)	TYPE	TIME (in minutes)	TRAINING REQ.	DEVELOPMENTAL AREAS: Fine Motor	Gross Motor	Cognition	Perception	Language	Self-Help	Social-Behavioral	Kindergarten Readiness	SCORING: Profile	Standard Scores	Percentile	Developmental Age	SPECIAL NORMATIVE POPULATION
Stanford-Binet Form L-M (Terman-Merrill)	216	2–7	norm	30–40	H			◉						◉				
Structured Photographic Language Test	221	3–7	norm	15–25	M–H								◉	◉				
Templin-Darley Tests of Articulation	226	3–7	norm	25–55	M–H									◉				
Test for Auditory Comprehension of Language (Carrow)	228	3–6	norm	20	M											◉	◉	spanish
Test of Language Development (Utah)																		
Test of Learning Aptitude (Hiskey-Nebraska)																		
Test of Motor Proficiency (Bruininks-Oseretsky)																		
Verbal Language Development Scale (Mecham)	231	0–7	norm	30	M												◉	
Vineland Social Maturity Scale (Doll)	234	0–7	norm	20–30	M					◉	◉			◉			◉	
Vocabulary Comprehension Scale (Bangs)	236	2–6	norm	15–30	M												◉	
Wechsler Preschool and Primary Scale of Intelligence	239	4–5	norm	50–75	M–H			◉	◉									different social groups
Woodcock-Johnson Psycho-Educational Battery	243	3–7	norm	60+	L–M			◉	◉	◉			◉	◉		◉	◉	

SECTION XI

SELECTED PROFESSIONAL READINGS ON ASSESSMENT

Buros, Oscar K., (Ed) The Eighth Mental Measurement Yearbook, Volumes I and II. Highland Park, New Jersey; The Gryphon Press, 1978.

Comptom, Carolyn, A Guide to 75 Tests for Special Education. Belmont, California: Fearon Education-Pitman Learning, Inc., 1984.

Lambert, Nadine M., Editor. Special Education Assessment Matrix. Monterey, California: Publishers Test Service-McGraw-Hill, 1981.

Learning Disability Quarterly, vol. 2, No. 4, Fall 1979. Learning Disabilities Assessment Issue.

McLoughlin, James A. and Rena B. Lewis. Assessing Special Education Students: Strategies and Procedures. Columbus, Ohio: Charles E. Merrill Publishing Co., 1981.

Salvia, J. and J.E. Ysseldyke. Assessment in Special and Remedial Education. Boston: Houghton Mifflin Co., 1978.

Wallace, Gerald and Stephen C. Larsen. Educational Assessment of Learning Problems: Testing for Teaching. Boston: Allyn and Bacon, 1978.

Zigmond, Naomi, Vallecovsa, Ada and Silverman, Rita. Assessment for Instructional Planning in Special Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1983.

SECTION XII

DEFINITION OF TERMS

ADAPTIVE BEHAVIOR The ability to cope with the demands of the environment; includes self-help, communication, and social skills.

AGE SCORE Also called age equivalent; a score that translates the student's test performance into an estimated age; reported in years and months.

ALTERNATE SCORE A score resulting from the administration of standardized tests under altered conditions.

ANALYSIS A method of interpretation of assessment results that considers student strengths and weaknesses and the interrelationships among the factors assessed.

ATTENTION The selective narrowing or focusing on the relevant stimuli in a situation; a prerequisite for perception, memory, and all types of learning activities.

ATTENTION DEFICIT DISORDER (ADD) Disorder manifested by developmentally inappropriate inattention, impulsivity, and hyperactivity that is not due to schizophrenia, affective disorder, or severe/profound retardation.

BASAL In test administration, the point at which it can be assumed that the student would receive full credit for all easier test items.

CEILING In test administration, the point at which it can be assumed that the student would receive no credit for all more difficult test items.

CHRONOLOGICAL AGE The number of years and months since birth.

CRITERION-REFERENCED TEST An informal assessment method that compares the student's performance to a pre-specified criterion related to an instructional objective.

CURRICULUM BASED ASSESSMENT (CBA) An assessment practice that involves collecting and evaluating direct, repeated short samples of a student's behavior in one or more curriculum areas. CBA can be used to make eligibility and instructional planning decisions.

DIFFERENTIAL DIAGNOSIS The determination of which of two or more educational handicaps or conditions with similar manifestations is the one causing the student to experience learning problems.

DISCREPANCY IN READINESS AREAS The readiness areas are those pre-academic skills that prepare the child for academic work in reading, written expression, spelling and math. They include receptive and expressive language and fine motor functioning. For a discrepancy in the readiness areas to be considered significant, the child must be functioning at least one year below his expected functional level based upon age and intellectual ability.

DUE PROCESS Procedural safeguards established to ensure the rights of exceptional students and their parents.

DYSLEXIA A significant reading problem associated with brain dysfunction.

ECOLOGICAL APPROACH An approach to assessment that focuses on the student's interaction with the environment rather than on the deficits of the student.

ERROR ANALYSIS A type of work sample analysis that describes and categorizes the incorrect responses of the student.

EXPRESSIVE LANGUAGE The production of language as in speaking and writing.

EXPECTED ACHIEVEMENT Level at which one would expect a student of certain intelligence, age and school experience to function. It is computed by multiplying full scale intelligence times years in school.

FINE MOTOR SKILLS In motor development, the use of the small muscles of the body, especially involving the hands.

FORMAL TESTING Assessment procedures that contain specific rules for administration, scoring, and interpretation; are generally norm-referenced and/or standardized.

FUNCTIONAL ACHIEVEMENT LEVEL Level at which a student is performing in the readiness and/or the basic skill areas of reading, spelling, written language and math. Determination shall be based on a combination of formal and informal individualized achievement tests, criterion-referenced measures; observations and an analysis of classroom expectations in basic skill areas.

GRADE SCORE Also called grade equivalent; a score that translates the student's test performance into an estimated grade; expressed in grades and tenths of grades.

GROSS MOTOR SKILLS In motor development, the use of the large muscles of the body.

IN-CHILD DISABILITY Exists when the child's inability to learn is attributable to a learning system deficit, not to an external cause.

INFORMAL TESTING Assessment procedures without rigid administration, scoring, and interpretation rules; includes criterion-referenced tests, task analyses, inventories, etc.

INTELLIGENCE The ability of an individual to understand and cope with the environment (generally measured by intelligence or "IQ" tests which predict academic aptitude).

INTERINDIVIDUAL ASSESSMENT Assessment that compares the performance of the student to the performance of others.

PERCENTILE RANK SCORE A score that translates student test performance into the percentage of norm group students that performed as well as or poorer than that student on the same test.

PHONOLOGY Study of the smallest units of oral language, phonemes or speech sounds.

POTENTIAL FOR NORMAL INTELLIGENCE Individuals whose measured intelligence falls below the criteria for normal intelligence, but who demonstrate normal ability to learn in other manners may be considered to have "potential for normal intelligence." This concept should only be applied in those rare situations where it is not possible to obtain a true psychometric measure of learning aptitude. In these unusual cases, written documentation must be provided to support the position that normal intelligence exists. Such evidence should include the results of previous testing and observation of academic and behavioral performance.

PROTOCOL The test form or student answer booklet.

QUESTIONNAIRE An informal assessment device in which the informant reads questions and writes the answers.

RATING SCALE An informal assessment device in which the informant judges or rates the performance of the student.

RAW SCORE The first test score calculated; usually indicates the number of correct responses plus the number of items assumed correct.

REASONABLE CAUSE Equivalent to probable cause in legal terms. Basically it is the reasonable ground for belief that the facts warrant a referral for exceptional education. The referral notice should include the reasonable cause.

RECEPTIVE LANGUAGE The processing of language, as in listening and reading.

RELIABILITY Refers to a test's consistency; types of reliability include test-retest, alternate form, split-half, and interrater.

RESPONSE ANALYSIS A type of work sample analysis in which both errors and correct responses are considered.

SEMANTICS That aspect of language which deals with meaning, concepts, and vocabulary.

SIGNIFICANT DISCREPANCY Synonymous with "severe discrepancy." Defined as functional achievement at or below 50% (.5) of expected achievement.

STANDARD ERROR OF MEASUREMENT A statistic that estimates the amount of measurement error in a score.

STANDARD DEVIATION A statistic that represents the variability of scores.

STANDARD SCORE A derived score with a set mean and standard deviation; examples are IQ scores, scaled scores, and T-scores.

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STANDARD SCORE A derived score with a set mean and standard deviation; examples are IQ scores, scaled scores, and T-scores.

STANDARDIZATION SAMPLE The group used to establish scores on norm-referenced tests.

STANDARDIZED TEST A test in which the administration, scoring, and interpretation procedures are standard or set; usually norm-referenced.

STANINE A derived score equivalent to a range of standard scores; stanines divide the distribution into nine ranges.

STUDENT PROFILE A graph upon which scores are plotted (including achievement scores in reading, spelling, written language, math), to provide a visual description of over all functioning.

SYNTAX The grammatical structure of language.

TASK ANALYSIS An informal assessment technique in which a task is broken into a list of subtasks and its essential components; types of task analysis include functional and structural.

TEAM APPROACH An approach to assessment that requires the active involvement of professionals from many fields, parents, perhaps the exceptional person, and other interested parties.

VALIDITY The degree to which a test measures what it purports to measure; types of validity include content, criterion-referenced (predictive and concurrent), and construct.

WORK SAMPLE ANALYSIS An informal assessment technique in which samples of student work are studied.

WRITTEN LANGUAGE Refers to the aspects of semantics, syntax, morphology, handwriting, spelling, and mechanics involved in the composition of language.